# MontCAS
(Montana Comprehensive Assessment System)
## English Language
## Proficiency Assessment

# MontCAS English Language Proficiency (ELP) Assessment

# Technical Report

**2009–2010**

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**MontCAS English Language Proficiency (ELP) 2009–2010 Technical Report**

## 1. Purpose of the Technical Report

The purpose of this report is to provide the Montana Office of Public Instruction (OPI) as well as Montana educators, citizens, researchers, and other interested parties with technical documentation for the development, administration, and reporting of the Fall 2009 administration of the MontCAS English Language Proficiency Assessment (MontCAS ELP). This report includes evidence of the reliability and validity of the assessment as well as other information about test administration and results. Although this technical report covers the 2009–2010 administration of the MontCAS ELP, some data from the previous administrations are included for reference and comparison.

## 2. Description of the MontCAS ELP

**2.1  Purpose of the MontCAS ELP.** The Montana English Language Proficiency Assessment (MontCAS ELP) is an assessment of English language proficiency for grades K-12. It is a modified version of an assessment developed for the Mountain West Consortium and designed to fulfill the requirements of "No Child Left Behind" (NCLB) legislation. The MontCAS ELP assesses English proficiency in Listening, Speaking, Reading, and Writing, and reports scores in each of those language domains as well as in Comprehension (a combination of select items from the Listening and Reading tests) and a total score, representing overall English proficiency. The MontCAS ELP was designed to assess the status of a student's proficiency in English and to measure progress in attaining English proficiency.

The MontCAS ELP was designed to be administered to all students who have been identified as "limited English proficient" (LEP) in the State of Montana. The process for identifying students as LEP is controlled at the district level and may include administering the Home Language Survey as well as one or more of a number of assessments. The instructions printed in the *MontCAS ELP Test Administrator Manuals* read as follows:

> Montana observes the federal definition of limited English proficiency. Both language impact and academic achievement must be considered when identifying LEP students. A student must be identified as one of the following:
>
>> 1.  an individual who was not born in the U.S. or whose native language is a language other than English;

2. an individual who comes from an environment where a language other than English is dominant;

3. an individual who is American Indian or Alaskan Native and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency.

The student must also have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such an individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

The LEP population in the state of Montana is different from that of many other states. In Montana, up to 80% of the students identified as LEP are of American Indian descent and are very likely growing up in communities where English is the primary language. However, the English used in those communities may very well be a nonstandard version. The uniqueness of student populations in the Western United States, including the prevalence of students of American Indians descent, was part of the impetus for the formation of the Mountain West Consortium. The test development procedures (Matthews, 2007) took the characteristics of the student population in member states into consideration. Although the population in Montana includes a higher percentage students of American Indian descent, that population is not qualitatively different from that of other Mountain West member states.

**2.2  Structure of the MontCAS ELP.** MontCAS ELP test forms were designed for specific grade/grade clusters: K, 1–2, 3–5, 6–8, and 9–12. For every grade cluster except Kindergarten, there are two forms differentiated by a number suffix (e.g., C1 and C2).  The Level 1 forms were designed to be administered to students on the lower end of the English proficiency scale (i.e., Beginner) and the Level 2 forms designed for students on the upper end of the scale (i.e., Intermediate and Advanced).

**MontCAS ELP 2006–2007.** The first set of MontCAS ELP forms, designated MontCAS ELP 2006–2007, was administered in Fall 2006. These forms were based on Mountain West Form I and were previously administered in Idaho as the Idaho English Language Proficiency Assessment (IELA). Item development for all items that were developed by the Mountain West Consortium was done in accordance with procedures outlined in Matthews (2007). More detailed information about the MontCAS ELP 2006–2007 forms is included in the *MontCAS ELP Technical Report, 2006–2007*.

**MontCAS ELP 2007–2008.** A second set of MontCAS ELP forms, designated MontCAS ELP 2007–2008, was administered in fall 2007. The MontCAS ELP 2007–2008 forms were similar in

structure to the MontCAS ELP 2006–2007 forms but with approximately 70% different items. The new items on MontCAS ELP 2007–2008 were developed as part of the original Mountain West Consortium item development and were drawn from the Mountain West item bank (i.e., Forms II and III). Prior to their use on MontCAS ELP forms, Mountain West items that had not been previously used on MontCAS ELP test forms were reviewed for content and structure and edited where appropriate. Directions for administration were revised, where necessary and appropriate, to conform to the conventions adopted in MontCAS ELP 2006–2007. The MontCAS ELP 2007–2008 forms were previously administered in Idaho in Spring 2007 as the IELA. All edits to items were made in advance of the administration of the test in Idaho. Items that were in common between the 2006–2007 and 2007–2008 forms served as anchor items to equate the 2007–2008 to the 2006–2007 forms. More detailed information about these forms is included in the *MontCAS ELP Technical Report, 2007–2008*.

**MontCAS ELP 2008–2009.** A third set of MontCAS ELP forms, designated MontCAS ELP 2008–2009, was developed for administration in Fall 2008. Although these forms were developed using items that had appeared on earlier MontCAS ELP (2006–2007 and 2007–2008) forms, they differed somewhat from the structure of the 2006 and 2007 MontCAS ELP forms in several ways. First, 2008 MontCAS ELP forms were shorter in terms of number of points per language domain than their predecessors. This shortening was related to several of the following changes. Second, whereas in previous versions of MontCAS ELP, the same Speaking and Listening items appeared on Level 1 and Level 2 forms within a grade cluster, on 2008 MontCAS ELP, the majority of items on Level 1 Speaking and Listening tests within each grade cluster were different from those on the Level 2 Listening and Speaking tests (i.e., only Level 1 to Level 2 linking items were common). Third, the difficulty of the 2008 MontCAS ELP forms was adjusted to align Level 2 forms more closely with the abilities of students to whom they were being administered. This latter change was implemented because the results of previous MontCAS ELP administrations suggested that the Level 2 forms were not challenging enough to capture performance at the upper levels of English proficiency.

**MontCAS ELP 2009–2010.** MontCAS ELP forms administered in 2009, designated MontCAS ELP 2009-2010, were developed using items from the Mountain West Item bank that had appeared on earlier versions of the MontCAS ELP as well as additional items developed for the state of Idaho and used on the IELA in Spring 2009. Details of the item development are presented in a later section of this report. Items that were in common between the forms administered in Idaho in 2008 and those administered in 2009 served as anchor items to equate the MontCAS ELP 2009–2010 forms to the MontCAS ELP 2008–2009 forms. More information about equating forms is included in Section 7 of this report.

Test forms administered in 2009 as the MontCAS ELP 2009–2010 were previously administered in Idaho as the IELA. The structure of those forms, including the differences from previous

forms, is addressed in the following section. Table 1 shows the structure of MontCAS ELP 2009–2010 forms, presenting for each test form the grade cluster in which the form is administered and the numbers of items by item type in each language domain, as well as the number of points represented by those items. The items and points in the Comprehension column do not contribute to the Totals shown in the last two columns because all Comprehension items are part of the Listening or Reading tests.

All Listening and Reading items were eligible to be included on the Comprehension test. Those items that assessed a lower-level reading skill (e.g., letter identification, sound-symbol correspondence) were not included as comprehension. In addition, stand-alone vocabulary items were not included although vocabulary-in-context items were included. Two members of the Questar Assessment Development staff with extensive experience in the development of English proficiency assessments independently identified those items on the Listening and Reading subtests that assessed comprehension. On those occasions where they disagreed, a third member of the Assessment Development staff evaluated the item and broke the tie.

The more general characteristics of the MontCAS ELP 2009–2010 forms include:

- *Item overlap within and between grade clusters*. Over the last few administrations of the MontCAS ELP, there was a significant amount of overlap in the items that appeared on successive versions of a form (i.e., from one year to the next). Thus students who were tested in the same grade cluster (e.g., 3–5) would be tested with a significant percentage of the same items. For students who moved up a grade cluster, however, there would be little to no overlap in test content. This disparity was addressed in the forms administered in 2009 by designing them with a similar number of common items across alternate forms within a grade cluster (e.g., Forms C2v1 [administered in 2009] and C2v2 [available for administration in 2010] in grades 3–5) or across grade clusters (e.g., Forms C2v1 in grade cluster 3–5 and D2v2 in grade cluster 6–8).
- *Reading fluency*. A new reading fluency task was added in which students were timed as they read a short passage and performance was measured in terms of correct words per minute. Because this task requires individual administration, it was administered following the Speaking test.

**Table 1. Structure and Content of MontCAS ELP 2009-2010 Test Forms**

| Form | Grade Cluster | Item Type | Listen Itm | Listen Pts | Speak Itm | Speak Pts | Read Itm | Read Pts | Write Itm | Write Pts | Comp Itm | Comp Pts | Total Itm | Total Pts |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **A** | **K** | MC | 5 | 5 | - | - | 9 | 9 | - | - | 12 | 12 | 14 | 14 |
| | | SA | 15 | 15 | 10 | 10 | 15 | 15 | 5 | 5 | 15 | 15 | 45 | 45 |
| | | ER | - | - | 3 | 10 | - | - | - | - | - | - | 3 | 10 |
| | | **Total** | **20** | **20** | **13** | **20** | **24** | **24** | **22*** | **22*** | **27** | **27** | **79** | **86** |
| **B1** | **1-2** | MC | 15 | 15 | - | - | 15 | 15 | - | - | 24 | 24 | 30 | 30 |
| | | SA | - | - | 9 | 9 | - | - | 13 | 13 | - | - | 22 | 22 |
| | | ER | - | - | 2 | 6 | - | - | 1 | 2 | - | - | 3 | 8 |
| | | **Total** | **15** | **15** | **11** | **15** | **15** | **15** | **14** | **15** | **24** | **24** | **55** | **60** |
| **B2** | | MC | 20 | 20 | - | - | 16 | 16 | - | - | 35 | 35 | 36 | 36 |
| | | SA | - | - | 12 | 12 | - | - | 10 | 10 | - | - | 22 | 22 |
| | | ER | - | - | 3 | 8 | 1 | 4 | 3 | 10 | - | - | 7 | 22 |
| | | **Total** | **20** | **20** | **15** | **20** | **17** | **20** | **13** | **20** | **35** | **35** | **65** | **80** |
| **C1** | **3-5** | MC | 20 | 20 | - | - | 16 | 16 | 6 | 6 | 33 | 33 | 42 | 42 |
| | | SA | - | - | 14 | 14 | - | - | 6 | 6 | - | - | 20 | 20 |
| | | ER | - | - | 2 | 6 | 1 | 4 | 3 | 8 | - | - | 6 | 18 |
| | | **Total** | **20** | **20** | **16** | **20** | **17** | **20** | **15** | **20** | **33** | **33** | **68** | **80** |
| **C2** | | MC | 25 | 25 | - | - | 21 | 21 | 7 | 7 | 46 | 46 | 53 | 53 |
| | | SA | - | - | 13 | 13 | - | - | 4 | 4 | - | - | 17 | 17 |
| | | ER | - | - | 4 | 12 | 1 | 4 | 5 | 14 | - | - | 10 | 30 |
| | | **Total** | **25** | **25** | **17** | **25** | **22** | **25** | **16** | **25** | **46** | **46** | **80** | **100** |
| **D1** | **6-8** | MC | 20 | 20 | - | - | 16 | 16 | 9 | 9 | 33 | 33 | 45 | 45 |
| | | SA | - | - | 12 | 12 | - | - | 3 | 3 | - | - | 15 | 15 |
| | | ER | - | - | 3 | 8 | 1 | 4 | 3 | 8 | - | - | 7 | 20 |
| | | **Total** | **20** | **20** | **15** | **20** | **17** | **20** | **15** | **20** | **33** | **33** | **67** | **80** |
| **D2** | | MC | 25 | 25 | - | - | 24 | 24 | 10 | 10 | 49 | 49 | 59 | 59 |
| | | SA | - | - | 13 | 13 | - | - | 3 | 3 | - | - | 16 | 16 |
| | | ER | - | - | 4 | 12 | 1 | 4 | 5 | 14 | - | - | 10 | 30 |
| | | **Total** | **25** | **25** | **17** | **25** | **25** | **28** | **18** | **27** | **49** | **49** | **85** | **105** |

**Table 1. Structure and Content of MontCAS ELP 2009-2010 Test Forms (Continued)**

| Form | Grade Cluster | Item Type | Listen Itm | Listen Pts | Speak Itm | Speak Pts | Read Itm | Read Pts | Write Itm | Write Pts | Comp Itm | Comp Pts | Total Itm | Total Pts |
|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| E1 | 9-12 | MC | 20 | 20 | - | - | 16 | 16 | 7 | 7 | 34 | 34 | 43 | 43 |
|  |  | SA | - | - | 12 | 12 | - | - | 3 | 3 | - | - | 15 | 15 |
|  |  | ER | - | - | 3 | 8 | 1 | 4 | 4 | 10 | - | - | 8 | 22 |
|  |  | Total | 20 | 20 | 15 | 20 | 17 | 20 | 14 | 20 | 34 | 34 | 66 | 80 |
| E2 |  | MC | 25 | 25 | - | - | 20 | 20 | 13 | 13 | 45 | 45 | 58 | 58 |
|  |  | SA | - | - | 13 | 13 | - | - | 2 | 2 | - | - | 15 | 15 |
|  |  | ER | - | - | 4 | 12 | 2 | 8 | 4 | 12 | 1 | 4 | 10 | 32 |
|  |  | Total | 25 | 25 | 17 | 25 | 22 | 28 | 19 | 27 | 46 | 49 | 83 | 105 |

* A portion of the items on the Kindergarten Writing test are configured as a checklist completed by the test administrator.

MC - Multiple Choice; SA - Short Answer; ER - Extended Response

Table 2a compares the structure of MontCAS ELP 2009 forms to those administered in 2008 and to the forms administered in 2006 and 2007 (shown as 2006 since the structure was identical in those two years). In addition to the numbers of items and points for each form by modality, Table 2a shows the percent of points that each modality contributes to the total. In the development of the forms that were administered as the MontCAS ELP 2009–2010, there were several issues addressed. One of those issues was specific to Idaho, namely the alignment of the forms to Idaho English Language Development Standards. A second issue that was addressed was the appropriateness of the Level 1 and Level 2 forms to the abilities of students assessed with each. In particular, Level 2 forms were modified to more accurately assess higher levels of English proficiency. A third issue that was addressed was the uniformity of the forms across different levels and grade clusters. Examination of Table 2a shows that the MontCAS ELP 2009–2010 forms have more uniformity in test length in three respects: 1) across language domains within a grade cluster; 2) between Level 1 and Level 2 forms within each grade cluster; and 3) across grade clusters. In spite of the changes, including lengthening forms in most of the levels and grade clusters, the percent of the test contributed by each of the modalities changed very little, particularly from 2008 to 2009.

**Table 2a. Configuration of MontCAS ELP Forms Administered in 2006, 2008, and 2009**

| Year | Form | Listening | | | Speaking | | | Reading | | | Writing | | | Comp | | Total | |
|------|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | | Itms | Pts | % | Itms | Pts | % | Itms | Pts | % | Itms | Pts | % | Itms | Pts | Itms | Pts |
| 2006 | A | 22 | 22 | 22 | 14 | 22 | 22 | 36 | 36 | 35 | 22* | 22* | 22 | 29 | 29 | 94 | 102 |
| 2008 | A | 15 | 15 | 19 | 10 | 15 | 19 | 27 | 27 | 34 | 22* | 22* | 28 | 18 | 18 | 74 | 79 |
| 2009 | A | 20 | 20 | 23 | 13 | 20 | 23 | 24 | 24 | 28 | 22* | 22* | 26 | 27 | 27 | 79 | 86 |
| 2006 | B1 | 22 | 22 | 30 | 14 | 22 | 30 | 15 | 15 | 20 | 13 | 15 | 20 | 31 | 31 | 64 | 74 |
| | B2 | 22 | 22 | 26 | 14 | 22 | 26 | 20 | 20 | 24 | 13 | 20 | 24 | 39 | 39 | 69 | 84 |
| 2008 | B1 | 15 | 15 | 25 | 10 | 15 | 25 | 15 | 15 | 25 | 13 | 15 | 25 | 23 | 23 | 53 | 60 |
| | B2 | 18 | 18 | 25 | 10 | 18 | 25 | 18 | 18 | 25 | 11 | 18 | 25 | 35 | 35 | 57 | 72 |
| 2009 | B1 | 15 | 15 | 25 | 11 | 15 | 25 | 15 | 15 | 25 | 14 | 15 | 25 | 24 | 24 | 55 | 60 |
| | B2 | 20 | 20 | 25 | 15 | 20 | 25 | 17 | 20 | 25 | 13 | 20 | 25 | 35 | 35 | 65 | 80 |
| 2006 | C1 | 22 | 22 | 30 | 14 | 22 | 30 | 15 | 15 | 20 | 11 | 15 | 20 | 31 | 31 | 62 | 74 |
| | C2 | 22 | 22 | 27 | 14 | 22 | 27 | 19 | 20 | 24 | 12 | 19 | 23 | 38 | 39 | 67 | 83 |
| 2008 | C1 | 15 | 15 | 25 | 10 | 15 | 25 | 15 | 15 | 25 | 11 | 15 | 25 | 27 | 27 | 51 | 60 |
| | C2 | 18 | 18 | 25 | 10 | 18 | 25 | 17 | 18 | 25 | 11 | 18 | 25 | 35 | 36 | 56 | 72 |
| 2009 | C1 | 20 | 20 | 25 | 16 | 20 | 25 | 17 | 20 | 25 | 15 | 20 | 25 | 33 | 33 | 68 | 80 |
| | C2 | 25 | 25 | 25 | 17 | 25 | 25 | 22 | 25 | 25 | 16 | 25 | 25 | 46 | 46 | 80 | 100 |
| 2006 | D1 | 22 | 22 | 30 | 14 | 22 | 30 | 15 | 15 | 20 | 11 | 15 | 20 | 32 | 32 | 62 | 74 |
| | D2 | 22 | 22 | 25 | 14 | 22 | 25 | 20 | 24 | 27 | 13 | 20 | 23 | 40 | 44 | 69 | 88 |
| 2008 | D1 | 15 | 15 | 25 | 11 | 15 | 25 | 15 | 15 | 25 | 11 | 15 | 25 | 29 | 29 | 52 | 60 |
| | D2 | 18 | 18 | 24 | 10 | 18 | 24 | 16 | 20 | 26 | 13 | 20 | 26 | 34 | 38 | 57 | 76 |
| 2009 | D1 | 20 | 20 | 25 | 15 | 20 | 25 | 17 | 20 | 25 | 15 | 20 | 25 | 33 | 33 | 67 | 80 |
| | D2 | 25 | 25 | 24 | 17 | 25 | 24 | 25 | 28 | 27 | 18 | 27 | 26 | 49 | 49 | 85 | 105 |
| 2006 | E1 | 22 | 22 | 30 | 14 | 22 | 30 | 15 | 15 | 20 | 11 | 15 | 20 | 32 | 32 | 62 | 74 |
| | E2 | 22 | 22 | 25 | 14 | 22 | 25 | 21 | 25 | 28 | 13 | 20 | 22 | 41 | 45 | 70 | 89 |
| 2008 | E1 | 15 | 15 | 25 | 10 | 15 | 25 | 15 | 15 | 25 | 11 | 15 | 25 | 28 | 28 | 51 | 60 |
| | E2 | 18 | 18 | 24 | 10 | 18 | 24 | 19 | 20 | 26 | 13 | 20 | 26 | 37 | 38 | 60 | 76 |
| 2009 | E1 | 20 | 20 | 25 | 15 | 20 | 25 | 17 | 20 | 25 | 14 | 20 | 25 | 34 | 34 | 66 | 80 |
| | E2 | 25 | 25 | 24 | 17 | 25 | 24 | 22 | 28 | 27 | 19 | 27 | 26 | 46 | 49 | 83 | 105 |

Table 2b shows for Level 2 forms by language domain the number (points) of MontCAS ELP 2009 items that appeared on MontCAS ELP 2008 forms. This table shows that there were some forms and language domains where very few items from the prior year appeared on the test. This information seems a bit at odds with what is presented later in Table 7 (page 24) which shows the common items that were used to link Level 2 forms administered in 2008 to those that were administered in 2009. The discrepancy arises because Table 2 refers to what were core (i.e., operational) items on the IELA forms. The linking items referred to in Table 7 include both core and field test items administered as part of the IELA in 2008. Since field test items were not administered on the MontCAS ELP, the field test items, although used for the equating, were not previously administered as part of the MontCAS ELP. Additional details are provided in Section 7 of this report.

**Table 2b. Number of MontCAS ELP 2009 Items (Points) from MontCAS ELP 2008 Forms**

| Form | L | S | R | W |
|------|-----|-----|-----|-----|
| A | 7 | 9 | 11 | 14 |
| B2 | 3 | 3 | 5 | 5 |
| C2 | 7 | 4 | 4 | 12 |
| D2 | 14 | 5 | 1 | 6 |
| E2 | 7 | 1 | 0 | 4 |

**2.3  New Item Development.**  As part of a contract with the Idaho Office of the State Board of Education (IOSBE), a set of items were written to augment the items produced as part of the Mountain West Consortium development. The specifications for items to be developed were the outgrowth of an alignment study evaluating the extent to which the initial versions of the Idaho English Language Assessment (the test administered as the MontCAS ELP 2007–2008) aligned to Idaho's revised English language development standards.

**Item Development Staff.** Items were written by experienced item writers contracted by Questar and were edited by Questar editors. All of the writers and editors had previous experience in developing items for English proficiency assessments. That experience includes development of items for Questar's proprietary English proficiency assessment as well as items for an English proficiency assessment used by a large state department of education.

**Item Development Training.** Because items were developed by experienced item writers and editors, extensive training was not required. Writers were provided a set of materials including:

> *Item Writing Overview and Guidelines* — A document that provided a general orientation to writing items for English language learners with checklists for both multiple-choice and constructed-response items.
>
> *Assessing Academic English* — A document that provided a broad definition of the construct of academic English and a brief historical perspective on the evolution of the construct.

In addition to these general materials, each item writer was given a specific item writing assignment and a copy of the *Idaho Map of Standards for English Learners*.

Items, once submitted, were edited by Questar editors for faithfulness to the assignment, content, and style. At the completion of the editing cycle, the items were prepared for review by a panel of Idaho educators.

**Item Content and Bias Reviews.** All items were reviewed by a panel of Idaho educators for content and bias. Twenty-three Idaho educators, representing a variety of backgrounds (elementary and secondary school teachers, high school principals, university professors) participated in item review workshops in summer 2007. Each of the participants had content experience in ESL instruction, Reading, and/or Language Arts.

Each participant received a copy of all items (bound in a booklet), a checklist, documentation explaining what should be considered during the review, and a copy of the objectives/standards to which the items were written.

Items were assigned in blocks. Each educator reviewed items individually, considering the following three criteria:

- Item/standard match—Does the item address the standard, goal, and objective for which it was assigned?
- Appropriateness—Is the item clear and well written, is the point of view relevant to the test takers? Is it developmentally and academically appropriate as well as appropriate for English learners?
- Bias/sensitivity—Are the items free from any type of bias (gender, race, culture, economic situation, etc.) and do they show appropriate sensitivity to students from varied backgrounds?

Once all educators had finished reviewing a block of items, the committee discussed each item and made a recommendation. The goal of the discussion was to come to consensus on whether the item should be accepted as presented, modified before field testing, or rejected.

The item content review and bias/sensitivity review were completed by the same set of educators, yet at different times during the workshop. The bias review was completed after the item content review and new instructions were given. Consideration was also given, in advance, to recruiting individuals who would be appropriate for both types of review. IOSBE determined that the same committee members would be appropriate, due to the nature of the type of items and that most of the committee members were experts in teaching English language learners. Over half of the items were accepted as reviewed; most of the remainder were accepted with recommended modifications (usually wording changes or modifications to art); a handful of items (12 out of over 600 items) were rejected. Following the review meeting, items were edited in accordance with the recommendations of the panel and prepared for field testing.

**Field Testing Items.** Of the items that survived content and bias/sensitivity reviews, as many as could be accommodated were embedded in 2008 operational forms for field testing in Idaho. Within each grade cluster, there were multiple field test (FT) forms, each with the same set of operational items but a different set of FT items. There were four FT forms administered in Kindergarten. In each of the other grade clusters, there was one Level 1 form (e.g., C1) which did not include FT items, and six Level 2 forms (e.g., C2-1 through C2-6), which did include FT items. The forms in which the FT items were embedded were administered in Montana as the MontCAS ELP 2008–2009, but only those items that were operational on the Idaho forms appeared on the MontCAS ELP forms. Thus, no field test items were embedded in the forms during administration in Montana.

**Data Review.** After FT items were scored, the following item statistics were calculated:

- Item mean — average score for the item over students.
- Adjusted item mean — item mean divided by the number of possible points.
- Point-biserial (item-total) correlation — correlation of the item to the total test score (based on operational items).
- Response distribution (distracter analysis) — the number and percent of students choosing each alternative on multiple-choice items.
- Score point distribution — the number and percent of students receiving each score point on open-ended items.

A data review meeting was convened on July 29–31, 2008 and FT items were reviewed by a panel of 14 Idaho educators. Panelists came from a variety of backgrounds (teachers, principals, district administrators, etc.) and most had ELL experience. Following a presentation on the data that they would be reviewing and the deliberation process, panelists were presented with data booklets and item cards. Of the 542 items that were reviewed, 474 or approximately 87% were approved. Items that were approved by the Item Data Review Panel were eligible for inclusion in the spring 2009 IELA test forms.

**2.4 Alignment of the MontCAS ELP.** An alignment study of the MontCAS ELP to the Montana English Language Proficiency Standards has not yet been completed. In the development of the Mountain West Consortium Test (Matthews, 2007), the member states of the consortium developed a set of common English language development (ELD) standards. The MWAC ELD standards were used to guide item development for the Mountain West Test.

## 3. MontCAS ELP 2009–2010 Administration

**3.1  Testing Window.**  The testing window for MontCAS ELP 2009–2010 was October 19 through November 20, 2009. All test materials were to be returned to Questar by December 11, 2009.

**3.2  Assessment Training.**  To prepare systems for the administration of the Fall 2009 MontCAS ELP, a Training PowerPoint Presentation was created to cover three main areas: What's New, Test Administration, and Post-Test Instructions. A Training CD with this presentation was shipped to all systems with a known LEP population on September 4, 2009 and a PDF version of the presentation (showing each slide and the notes section) was posted to the Office of Public Instruction website (http://opi.mt.gov/curriculum/MontCAS/#p7GPc1_11). A Training Handout, which showed each slide from the Training Presentation, was also provided. A PDF of the General Instructions from the *Test Administrator Manuals* was also posted on the OPI website to allow test coordinators a chance to begin preparing before assessment materials arrived.

Each System Test Coordinator was encouraged to read through these presentations prior to administration and to consider using the PowerPoint presentation to train Test Administrators.

To prepare for testing, Test Administrators were instructed (in the *Test Administrator Manual*) to:

- read the manual completely;
- ensure that they had adequate materials for all students who would be tested;
- notify students in advance of testing;
- print students' first and last names on the answer document; and
- secure a CD player (or computer with CD-ROM drive, sound card and speakers) for administering the Listening test, and check the sound quality.

**3.3  Test Administrator Scripts.** Specific step-by-step instructions and script were provided for each test form in a *Test Administrator Manual* specific to that particular form. Scoring guides

were provided for all oral constructed-responses. Such items occurred throughout the Kindergarten form, but only in the Speaking test at all other grade spans. Where appropriate, examples of full-credit and partial-credit responses were provided.

**3.4  Listening Test Administration.** The Listening test was administered with a CD recording. This ensured that all students heard the questions in the same voice and at the same pace. The recording included a tone after each question signaling the Test Administrator to pause the CD while students responded. A printed Listening Script for each form was available to any school that requested it.

**3.5  Setting for the Test.** For the individually administered subtests, Test Administrators were advised as follows: "The test setting should be a quiet one-to-one environment. The testing should take place where other students cannot hear or see the testing materials. The Test Administrator should sit close enough to the student to point to questions and illustrations in the student's test booklet during test administration."

For the group-administered subtests, Test Administrators were advised as follows: "The test setting for the group-administered sections is a quiet classroom. The students should have in front of them only their test booklet, answer document, and a No. 2 pencil."

**3.6  Timing.** The MontCAS ELP is an untimed test and therefore Test Administrators were advised to allow students as much time as they needed to finish any given subtest.

**3.7  Prompting and Repeating Test Information.**  The following rules regarding prompting or repeating information were printed in all *Test Administrator Manuals*:

>   *Prompting* is the provision of additional information to students during administration of the assessment. Prompting includes:
>   - elaborating on questions,
>   - clarifying information provided in reading selections or any test question,
>   - pointing out specific information in the questions or graphics,
>   - providing cues that might normally be part of an instructional strategy, and/or
>   - suggesting strategies that a student may use to arrive at a correct response.
>
>   In general, prompting is **not** allowed in this test because it may give an unfair advantage to some students. However, in specific situations where partial or unclear responses are given, the following general prompts are appropriate.

To clarify the student's response, the Test Administrator may say,
> *I don't understand what you said.*
> *Can you tell me more?*

If the student answers in another language, the Test Administrator may say,
> *Can you say that in English?*

The Test Administrator may repeat directions, if necessary, but must do so before the child begins a response.

If there is a distraction or interruption, the selection or question may be repeated.

If a student asks for a question to be repeated, the Test Administrator may repeat the question only once.

If the student still does not understand what is being asked, the Test Administrator should score that question as though the student gave no response (*BL*).

The Test Administrator <u>must not</u> modify directions in any way. To do so would provide an unfair advantage to one student or a group of students over others.

The Test Administrator should allow approximately 15 seconds of wait time for a student to begin a response to a question. This gives the student time to gather his or her thoughts and to think carefully before responding in English. If a student has not responded after 15 seconds, the Test Administrator should move on to the next item or task and score the item as "no response" (*BL*).

**3.8  Testing Absentees.**  Test Administrators were advised to make every effort to see that all LEP students in the school were administered all sections of the MontCAS ELP. If a student was absent for a particular testing session, a make-up test was to be scheduled, as long as it was within the testing window.

**3.9  Testing Accommodations.** For visually impaired students, the MontCAS ELP 2009–2010 was available (by special order) in Braille and in Large-Print. No Braille forms were ordered before the August 21, 2009 deadline. There was one order for the C1 Large Print test booklet, two orders for the C2 Large Print test booklets and one order for the D2 Large Print test booklet.

Detailed guidelines for Standard and Nonstandard Accommodations were provided in each *Test Administrator Manual*. In the "Guidelines for Standard and Nonstandard Test Accommodations" section, it was noted that some of the accommodations were crossed out on the listing and NA was coded in the accommodations section of answer documents. These crossed-out accommodations were not appropriate for MontCAS ELP students. The guidelines included the statement:

> The fact that the MontCAS ELP is an untimed test and that there is considerable graphic support should help with increased comprehension for LEP students, including LEP students with special needs. However, in some cases it may be necessary to provide specific accommodations.

Test Administrators were instructed to only bubble accommodations IF the accommodation was made for a student with special needs. Standard accommodations for the MontCAS ELP were available to students with an Individual Education Plan (IEP) or 504 Plans and to "all students if the accommodation(s) had been part of the student's classroom routine three months prior to testing." Standard accommodations were to be "determined on an individual basis, student by student, rather than for groups of students." Nonstandard accommodations were available only for a student with IEP/504 plans and caution was advised for teams in considering whether a student required a nonstandard accommodation.

Test Administrators were warned that such accommodations should be used only when absolutely necessary. If a student was tested with accommodations, the Test Administrator was instructed to mark the appropriate bubble (Box 7) on the answer sheet.

Certain accommodations would necessarily invalidate test scores. The following list of non-allowable accommodations was provided in the Training PowerPoint presentation and Training Handouts:

> The following accommodations are NOT allowed:
>
> - Test administration in a language other than English.
> - Translation of the assessment into another language.
> - Translation of the assessment into sign language.
> - Use of dictionaries or other reference aids. This includes both monolingual and bilingual dictionaries.
> - Accepting responses in a language other than English.

(If students respond in their native language, the Test Administrator may ask them if they can "say that in English." If they cannot, the response counts as 0.)
The use of any of the non-allowable accommodations will invalidate test scores.

## 4. MontCAS ELP 2009–2010 Test Security

System Test Coordinators were instructed to "communicate the importance of maintaining test security" before, between, and after testing sessions. Additionally, in the *Test Administrator Manuals*, it stated that "No part of any test booklet or *Test Administrator Manual* (except where expressly stated) may be reproduced or transmitted in any fashion. At the conclusion of the test administration, all test materials (both used and unused) must be accounted for and returned to the System Test Coordinator, who will return all materials to Questar Assessment, Inc."

**4.1 Bar-Coding and Return of Secure Materials.** All secure materials (test booklets, answer documents (except Form A answer document), prompt books, Listening test CDs, and *Test Administrator Manuals*) were individually bar-coded. These secure test materials were scanned upon packing and distributing to systems and then scanned again upon return to Questar to account for materials. Test Coordinators were instructed to return all test materials—used and unused—to Questar. A detailed description of the check-in of secure materials is included in the *2006–2007 Technical Report*.

**4.2 Storage and Shredding of Secure Materials.** After scoring, all used test booklets and answer documents were stored in Questar's secure warehouse facility in Apple Valley, Minnesota. Used answer documents are stored according to their processing for quick retrieval, if necessary. Access to these facilities is limited to Questar staff. Used student answer documents and unused and non-scannable secure materials must be stored for 180 days, after which Questar requests written permission from the State Manager to recycle the materials using a secure method of destruction. Questar received written permission from the Montana Office of Instruction in July 2010 to destroy the 2009–2010 materials, except for file copies.

## 5. MontCAS ELP 2009–2010 Scoring and Reporting

**5.1 Scoring of Multiple-Choice Items.** Multiple choice items (which are bubbled on the student test booklet or answer document) were scored electronically. One (1) point was given for the correct answer bubbled. Zero (0) points were given for incorrect answer bubbled or multiple bubbles marked. If no item was bubbled (an omit), the response was scored as a "blank".

**5.2  Writing Checklist.** The Writing raw score for (Kindergarten level) Form A was calculated as follows: 1 point was allocated for each skill on the Writing Checklist that the student "does most of the time" or of which they "demonstrate mastery." Thus, the Writing Checklist generated a maximum raw score of 22 points.

**5.3  Oral Reading Items.**  Oral reading items were included on the B2, C1, C2, D1, D2, E1, and E2 forms. This portion of Reading test was administered individually following completion of the Speaking test. Students were instructed to read from a grade-appropriate passage for one minute. Test Administrators marked and entered number of words read and the number of errors. In the course of scoring tests, the number of errors was subtracted from the number of words read to calculate the Correct Words per Minute (CWPM). Points for the item were assigned on the basis of obtained CWPM as shown in the table that follows.

### Table 3. Points Awarded for CWPM Ranges

| Test Form | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| B | 0–9 | 10–22 | 23–41 | 42–71 | 72 & above |
| C | 0–53 | 54–75 | 76–100 | 101–126 | 127 & above |
| D | 0–79 | 80–103 | 104–121 | 122–140 | 141 & above |
| E | 0–79 | 80–103 | 104–121 | 122–140 | 141 & above |

**5.4  Scoring of Constructed-Response Items.** The MontCAS ELP includes constructed-response (CR) items (separated into short answer [SA] and extended response [ER] in Table 1 on page 5) in Speaking and Writing as well as a few CR items in Reading. Speaking CR items were scored by the Test Administrator at the time of test administration. Scoring guides and examples of full and partial-credit items were included as part of the *Test Administrator Manual*. Speaking responses were not recorded and no attempts were made to assess the validity or reliability of the rating of Speaking items.

Writing and Reading constructed-response items were scored at the Questar scoring center using a 1-point, 2-point, or 4-point scale. The table that follows shows the grade spans, forms, levels, and domains where there are constructed-response items. A second, independent read was provided for 20% of the Level 2 constructed-response items.  Level 1 constructed-response items were rated by the Questar Scoring Directors without a rescore due to the low quantities and due to the use of non-scannable test booklets/answer documents with Level 1 forms.

**Table 4. Constructed-Response Items**

| CONSTRUCTED-RESPONSE ITEMS | | |
|---|---|---|
| **Grade Span** | **Forms** | **Level and Domain** |
| 1–2 | Form B | Level 1 & Level 2 Writing |
| 3–5, 6–8, 9–12 | Forms C, D, E | Level 1 & Level 2 Writing; Level 2 Reading |

**Training Materials.** A *Scoring Manual for Open-Ended Reading/Writing Responses* was used in the training of readers for scoring constructed-response items. A separate scoring manual was created for each grade span (B, C, D, and E). Questar's content specialists reviewed the scoring guides and rubrics for the constructed-response items, noted where there were weaknesses (if any) in the guides, and identified types of responses that will likely be seen in the operational responses. When necessary, sample responses were added to various items and score points to present a more complete scoring guide (which consists of background information, the scoring rubrics, and annotated anchor responses) used to train readers. Practice sets were created and used for training readers on writing and reading items of the following types: spelling, complete sentences, descriptive sentences, interrogative sentences, multiple sentences, and holistic four-point writing rubric.

**Staffing.** The scoring team consisted of one Scoring Director, three team leaders, and twenty-two readers. The Scoring Director managed scoring of reading and writing items. Team leaders were trained prior to the onset of the performance scoring and assisted readers with item specific questions during training and scoring. All readers scored the entire project (reading and writing items). None of the readers was released due to poor performance during training or subsequent scoring. Readers were trained on each item by grade span prior to scoring any of the items in that grade span. Following the group training, the readers completed paired reads on individual items. As the scoring proceeded, Reader Reliability Statistics and Scorepoint Distribution Statistics were monitored for each reader on a daily basis.

**Reader Reliability.** The constructed-response items that were scored by two readers provide information on reader reliability. Data relevant to this issue are summarized in Table 5. This table shows, for each Level 2 form for each item or set of items, the maximum point value of the item(s) (Pts), the number of student papers read twice (N), the percent of items on which the readers agreed exactly (% Exact), and the percent of items on which reader agreement was within +/1 one score point (% Ex+Adj). All items, even those with four-point maximum values, were at or near 100% exact + adjacent agreement.

**Table 5. Summary of Reader Reliability for MontCAS ELP Constructed-Response Items**

| Form | Domain | Item(s) | Pts | N | % Exact | % Ex + Adj |
|------|--------|---------|-----|-----|---------|-----------|
| **B2** | **W** | 1 | 1 | 262 | 99 | 100 |
| | | 2 | 1 | 262 | 99 | 100 |
| | | 3 | 1 | 262 | 98 | 100 |
| | | 4 | 1 | 262 | 90 | 100 |
| | | 5 | 1 | 262 | 98 | 100 |
| | | 6 | 1 | 262 | 97 | 100 |
| | | 7 | 1 | 262 | 91 | 100 |
| | | 8 | 1 | 262 | 92 | 100 |
| | | 9 | 1 | 262 | 92 | 100 |
| | | 10 | 1 | 262 | 98 | 100 |
| | | 11 | 2 | 262 | 85 | 100 |
| | | 12 | 2 | 262 | 86 | 100 |
| | | 13 | 2 | 262 | 80 | 100 |
| | | 14 | 4 | 262 | 83 | 100 |
| **C2** | **W** | 1 | 1 | 438 | 99 | 100 |
| | | 2 | 1 | 438 | 96 | 100 |
| | | 10 | 1 | 438 | 98 | 100 |
| | | 11 | 1 | 438 | 91 | 100 |
| | | 12 | 2 | 438 | 88 | 100 |
| | | 13 | 2 | 438 | 92 | 100 |
| | | 14 | 2 | 438 | 90 | 100 |
| | | 15 | 4 | 438 | 86 | 100 |
| | | 16 | 4 | 438 | 84 | 100 |
| **D2** | **W** | 1 | 1 | 240 | 99 | 100 |
| | | 2 | 1 | 240 | 100 | 100 |
| | | 13 | 1 | 240 | 99 | 100 |
| | | 14 | 2 | 240 | 96 | 100 |
| | | 15 | 2 | 240 | 84 | 100 |
| | | 16 | 2 | 240 | 89 | 100 |
| | | 17 | 4 | 240 | 89 | 100 |
| | | 18 | 4 | 240 | 82 | 100 |
| **E2** | **W** | 1 | 1 | 432 | 99 | 100 |
| | | 2 | 1 | 432 | 97 | 100 |
| | | 16 | 2 | 432 | 88 | 100 |
| | | 17 | 2 | 432 | 90 | 100 |
| | | 18 | 4 | 432 | 78 | 100 |
| | | 19 | 4 | 432 | 81 | 100 |
| | **R** | 21 | 4 | 432 | 84 | 100 |

**Handscoring Issues.** A recurring issue on the MontCAS ELP involves students writing constructed-responses outside of a designated response area on their answer documents. These item mismatches were observed on the 2006–2007, 2007–2008, and 2008–2009 administrations of the MontCAS ELP and were seen once again during the scoring of constructed-response items on the 2009–2010 MontCAS ELP. Following each of the previous instances of this issue, it was addressed in the training for Test Administrators. In December 2008, OPI and Questar reviewed the issue of item mismatch in the context of a discussion of the constructed-response scoring process and agreed on rules for handling the handscoring of these occurrences of mismatch in future administrations. The rules are outlined below:

- If there was demonstrated intent on the answer document to indicate that a response had been misplaced, handscoring would score the response for the misplaced item. Demonstrated intent was defined as instances where (1) the student/teacher wrote in the item number next to the written response, or (2) student/teacher noted that the item(s) was written in the wrong spot(s).
- If there was no demonstrated intent, the misplaced response was considered off-topic and would be scored "0."
- If there were two responses in the designated area for a single item and no demonstrated intent, the response that matched the prompt would be scored. If the next response was blank and no intent was communicated, that item was scored as a BL (blank).

For the 2009–2010 administration, a decision was made to change some design elements on the answer documents to try to make more clear where students should record their responses. These changes included:

- Printing item numbers in boldface within the top-left of the response box.
- Providing additional space between response boxes, if possible.
- At top of response box, adding the message "Answer question <number> here."
- At bottom of page, where applicable, changing "Turn page to continue" to "Turn page to answer next question."
- At the beginning of the instructions in the *Test Administrator Manual*, adding the instruction, "Write only one response in each response box."

During the 2009–2010 handscoring, there were twelve instances of item mismatches where the teacher or student included a note alerting the reader to the mismatch (in 2008–2009, there were five). Questar readers were then able to apply ScorePoint's item mismatch feature and score the response for the misplaced item. There were other instances of item mismatch where there was no demonstrated intent by the student or Test Administrator. Those instances were handled in the following ways in accordance with the rules outlined above:

- *Two responses written on one page (with no note alerting to a mismatch).* Readers scored the response that matched the item corresponding to that page and did not count the "extra" writing against the student's score.
- *Items written completely on wrong page (with no note alerting to a mismatch).* Readers scored a "0" for off topic if it was off topic.
- *Blank pages.* Readers scored a "BL" for Blank.

**5.5 Reporting.** Student performance in each of the language domains (Listening, Speaking, Reading, Writing) and Comprehension was reported in terms of raw score, scaled score, and proficiency levels. Student performance was also reported on the overall (Total MontCAS ELP) test in terms of raw score, scaled score, and proficiency level. In February 2007, a panel of Montana educators met to set standards for the MontCAS ELP in the form of cut scores for each proficiency level by grade. A detailed description of standard setting procedures is included in the *2006–2007 Technical Report*. The reported scores were defined in the *2009–2010 MontCAS ELP Assessment Score Reports Interpretation Guide*. A copy of that guide is included as **Appendix B**.

**Incomplete Testing.** Students were required to take all four language domain tests. If a student did not take one or more of the domain tests, the reports showed dashes in place of scores for that domain. The reported Total MontCAS ELP score was based on the domain tests for which there are scores. Thus, if a student failed to take the Speaking Test for whatever reason, the Total MontCAS ELP score was based on a raw score of zero in Speaking. The reported Comprehension scores—which were based on a subset of Listening and Reading scores—was affected in the same way if the student failed to take either the Listening or Reading Test.

**Reports Shipment.** MontCAS ELP 2009–2010 results packages were shipped to systems on February 19, 2010. The system and each of its schools had separate results packets. The reports that were in each packet are listed below. In addition, copies (1 copy for each school and system) of the *2009–2010 MontCAS ELP Assessment Score Reports Interpretation Guide* (SRIG) were included in the shipment. The SRIG included a sample of each report type with information for understanding the report and information for using the MontCAS ELP results. The SRIG was also posted on the OPI website, http://opi.mt.gov/curriculum/MontCAS/#p7GPc1_11.

MontCAS ELP System Packet — 2009–2010

- Contents Sheet
- System Summary Reports by grade
- System Growth Reports by grade
- Copy of each School Summary Report
- Copy of each School Roster

MontCAS ELP School — 2009–2010

- Contents Sheet
- School Summary Reports by grade
- School Rosters
- Individual Student Reports
- Student Labels
- Parent Reports

Note that the System Growth Report showed growth within the system for those students who were assessed with the MontCAS ELP in 2008–2009 and 2009–2010 (confirmed by a State ID # match). Growth Reports were provided only when there were 10 or more students per report. If there were fewer than 10 students, system personnel were instructed to examine the student's Individual Student Reports to determine growth.

## 6. MontCAS ELP 2009–2010 Item Analyses

This section provides classical item-level statistics for all items administered on MontCAS ELP 2009–2010 forms. The p-value is presented as an index of item difficulty and the point-biserial correlation is presented as an index of item discrimination.

**P-Values.** For multiple-choice items, the p-value statistic is defined as the proportion of students that answer an item correctly. For constructed-response items, the p-value is reported as the average number of points out of the maximum number of possible points for an item. P-values range from zero to one (1.0). A high p-value means that an item is easy; a low p-value means that an item is difficult. Generally, it is desirable for tests to include items that span a range of difficulty.

**Point-biserial correlations.** The point-biserial correlation for each item is an index of the association between the item score and the total-test score. It shows how well the item discriminates between low-ability and high-ability students, where ability is inferred from the overall test score. Point-biserial correlation coefficients range between -1.0 and +1.0. High positive values indicate that a high-ability student is more likely (than a student with lower

ability) to answer an item correctly and low negative values indicate that a low-ability student is more likely (than a student with higher ability) to answer an item correctly.

Table 6 shows the average p-value and range and median point-biserial correlation coefficients and range by language domain and test form. These data are only shown for Level 2 forms because the numbers of Level 1 forms administered were low even when aggregated across grades within a grade span. As in previous administrations of the MontCAS ELP, there were differences in both range and average p-values across language domains. The average p-values in Reading and Writing remain lower than the averages in Listening and Speaking, especially so in Writing.

**Table 6. Summary of MontCAS ELP 2009–2010 Item Difficulty and Discrimination by Grade Span and Language Domain**

| Grade Span | Form | Domain | N | Item p-value | | Point Biserial | |
|---|---|---|---|---|---|---|---|
| | | | | Avg | Range | Med | Range |
| K | A | L | 436 | .75 | .50 - .94 | .47 | .22 - .62 |
| | | S | 436 | .78 | .44 - .96 | .47 | .33 - .65 |
| | | R | 436 | .39 | .06 - .73 | .55 | .34 - .72 |
| | | W | 436 | .30 | .05 - .75 | .54 | .30 - .70 |
| 1-2 | B2 | L | 760 | .73 | .49 - .97 | .34 | .28 - .42 |
| | | S | 760 | .78 | .59 - .94 | .54 | .46 - .66 |
| | | R | 760 | .66 | .41 - .93 | .38 | .22 - .59 |
| | | W | 760 | .52 | .29 - .83 | .53 | .30 - .70 |
| 3-5 | C2 | L | 979 | .72 | .40 - .93 | .36 | .13 - .52 |
| | | S | 979 | .79 | .44 - .94 | .52 | .40 - .72 |
| | | R | 979 | .64 | .38 - .93 | .39 | .24 - .51 |
| | | W | 979 | .66 | .27 - .91 | .45 | .23 - .63 |
| 6-8 | D2 | L | 800 | .72 | .50 - .92 | .37 | .26 - .45 |
| | | S | 800 | .83 | .61 - .98 | .45 | .37 - .67 |
| | | R | 800 | .72 | .37 - .91 | .37 | .26 - .53 |
| | | W | 800 | .70 | .35 - .94 | .38 | .23 - .63 |
| 9-12 | E2 | L | 856 | .76 | .48 - .95 | .43 | .27 - .54 |
| | | S | 856 | .85 | .60 - .96 | .65 | .36 - .72 |
| | | R | 856 | .75 | .27 - .96 | .39 | .23 - .50 |
| | | W | 856 | .69 | .35 - .92 | .43 | .25 - .56 |

Tables with item difficulty and discrimination data by item are included as **Appendix A.**
Analyses of test level data, including raw score descriptive statistics and test reliability measures,
are reported in Table 8 (page 30).

## 7. Scaling and Equating of the MontCAS ELP

Initial scaling and equating of the 2009–2010 MontCAS ELP forms were completed on those
forms when they were administered in Spring 2009 as the Idaho English Language Proficiency
Assessment. The decision was made in 2006 to use the Idaho data for item calibration, scaling
and equating because the population to whom the forms were administered in Idaho was larger
than the population to whom the test was administered in Montana. Although the LEP
populations in Idaho and Montana are significantly different (approximately 85% of LEP
students in Idaho are of Hispanic origin, whereas approximately 85% of LEP students in
Montana are of American Indian origin), concerns about the small size of the sample in Montana
outweighed concerns about differences in the student population. A brief summary of the
equating procedures follows.

The MontCAS ELP 2009 test forms, following their administration in Idaho as the IELA 2009,
were equated to MontCAS ELP 2008 forms, administered as the IELA 2008, so that scores could
be reported on the same score scale. Prior to equating 2009 to 2008 forms, however, 2009 items
in each grade cluster test form were calibrated using the Rasch Partial Credit Model (PCM), as
implemented in WINSTEPS, version 3.67.0. This model is appropriate for short-answer and
constructed-response items on the Speaking and Writing subtests as well as multiple-choice
items administered across the language domains. As a first step, items on 2009 Forms A, B2, C2,
D2, and E2 were calibrated, with items on each grade-cluster form calibrated independently.
Items on 2009 Level 1 forms — B1, C1, D1, and E1 — were then calibrated by fixing the item
parameters for those items that are common between the two levels of each grade cluster (i.e.,
Forms C1 and C2) to the same values as the Level 2 calibration for those items. This calibration
procedure equated Forms B1, C1, D1, and E1 to Forms B2, C2, D2, and E2, respectively,
ensuring that, within each grade cluster, scores on the Level 1 and Level 2 forms are reported on
the same scale.

Following the item calibration, the forms that were administered as the MontCAS ELP 2009
were equated to those administered in 2008 using a common item or anchor test design. As in
previous years, the equating took place following administration of the IELA test forms in Idaho.
Anchor items, those items that appeared in identical format in both the Spring 2008 IELA forms
and in the Spring 2009 IELA forms, were embedded in Forms A, B2, C2, D2, and E2. Unlike
previous years, however, some of the anchor items were items that had been field tested in Idaho
in 2008. The numbers of common items on the 2008 and 2009 IELA forms by form and

language domain are shown in Table 7. As indicated previously, these totals differ from the summary of common MontCAS ELP items shown in Table 2b. The discrepancy arises because a significant portion of the anchor items represented in Table 7 were field test items in the 2008 IELA administration. Those items did not appear on the 2008 MontCAS ELP because only core (operational) items from the IELA appeared on the corresponding MontCAS ELP forms and thus are not included in Table 2b (page 8). For each language domain and the Total MontCAS ELP, Table 7 shows in the "B" column the number of points represented by items in common between the 2008 and 2009 IELA forms. In the course of the equating, detailed in a subsequent section, some of the items represented in the "B" column were not used as linking items. Whereas all of the items remained on the test, only those shown in the "A" column were used as equating items. The procedure used to determine whether to use a common item in the equating is detailed in the following paragraph.

### Table 7. Anchor Item Points by Form and Modality

| Form | Listening | | Speaking | | Reading | | Writing | | Total | |
|:---:|:---:|:---:|:---:|:---:|:---:|:---:|:---:|:---:|:---:|:---:|
| | **B** | **A** | **B** | **A** | **B** | **A** | **B** | **A** | **B** | **A** |
| **A** | 7 | 5 | 9 | 9 | 9 | 9 | 10 | 10 | 35 | 33 |
| **B2** | 10 | 9 | 9 | 7 | 10 | 10 | 8 | 4 | 37 | 30 |
| **C2** | 12 | 12 | 15 | 13 | 13 | 13 | 16 | 10 | 56 | 48 |
| **D2** | 11 | 11 | 11 | 9 | 8 | 7 | 10 | 4 | 40 | 31 |
| **E2** | 12 | 12 | 10 | 7 | 12 | 11 | 12 | 12 | 46 | 42 |

Prior to equating 2009 to 2008 IELA forms, each anchor item was evaluated for stability. As part of that evaluation, the calibrated difficulty (step value) of each anchor item in the current year (2009) was plotted against the calibrated difficulty of that item in the prior year (2008). Ideally, these plots should fall on a 45-degree line, indicating that calibrated values are stable from year to year. Those points that fall quite far from the line are referred to as outliers. For the anchor items in each of the five forms, the 2009 step values were plotted against the 2008 step values and these plots are shown in Figures 1–5. The numbers of plotted points for Forms A, B2, C2, D2, and E2 are 35, 37, 56, 40, and 46, respectively. Generally, the step values fell along this 45-degree line as the model requires. Of course, not all points are on or right next to the line due to error that is inherent in all measurement, and occasionally, a point is quite far from the line. Across the five forms, there were only a few outliers and these outliers were removed from the equating. Once the items were initially equated, a difference was calculated between the two step values (2008 step value – 2009 step value). Outliers were defined as items with an absolute difference of 0.60 logits or greater. The items that were not included as part of the equating were still scored and used as operational items on their respective forms, but those items were not

included in the calculations to determine final equating constants. (Note that when a constructed-response item with multiple score points had at least one outlier point, the entire item was removed from the equating.) After deleting items with outlier values, the number of step values for the forms as listed previously is 33, 30, 48, 31, and 42.

In Figures 1 through 5, two correlation coefficients (r) are given in the upper right-hand corner of each plot: one for all anchor items and the other for the final anchor items with outliers removed.

**Figures 1–5. Step Values of Anchor Items for 2008 and 2009 IELA Forms**

**Figure 1**

**Idaho Spring 2009 Form A Anchor Items**



$r_{all} = .956, \ r_{final} = .976$

Legend: ◆ 5 Listening Step Values ■ 9 Speaking Step Values ▲ 9 Reading Step Values ✕ 10 Writing Step Values ✳ 45 Degree Line Through the 2 Means
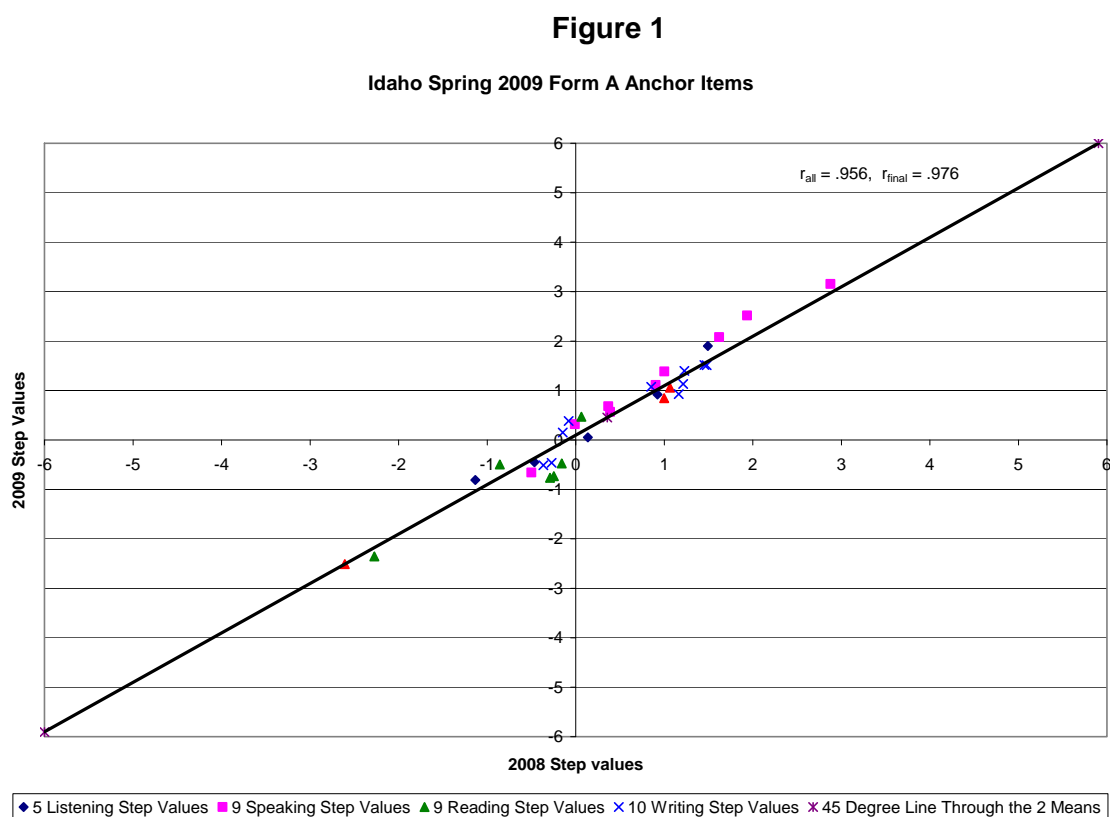
**Figure 2**

**Idaho Spring 2009 Form B2 Anchor Items**
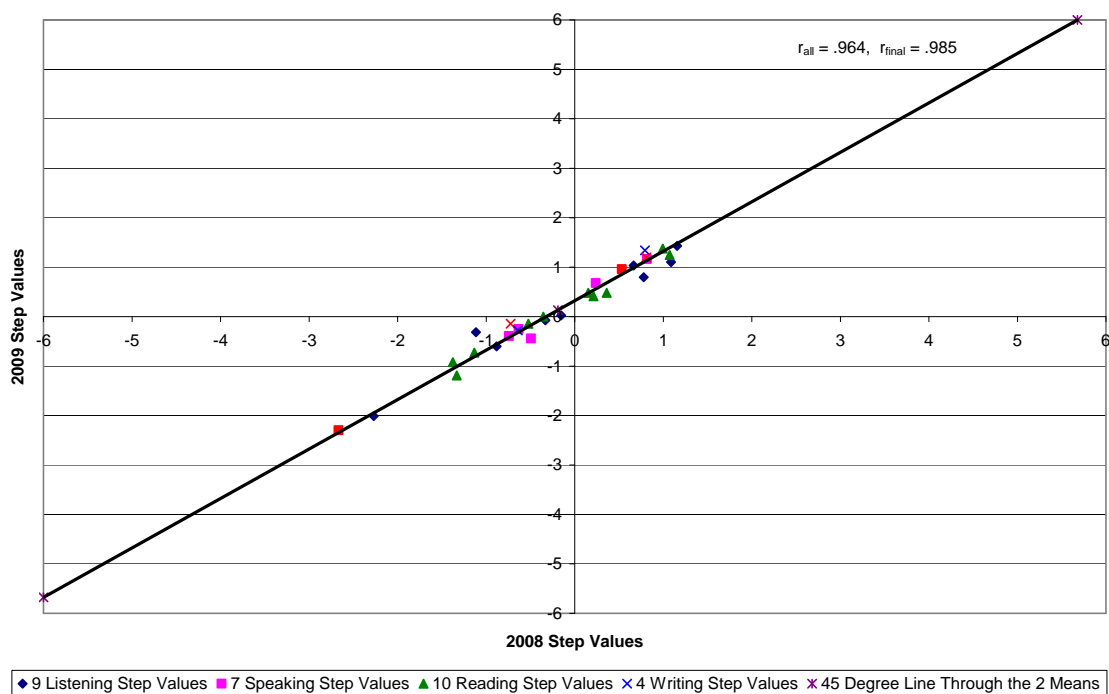


**Figure 3**

**Idaho Spring 2009 Form C2 Anchor Items**
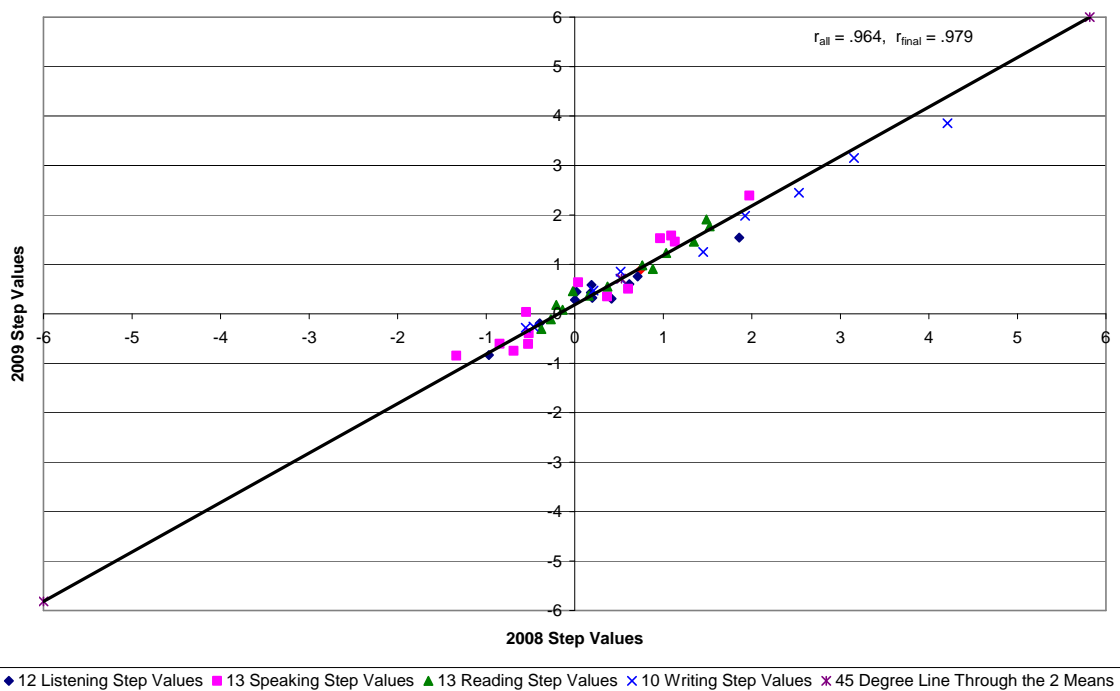
**Figure 4**

**Idaho Spring 2009 Form D2 Anchor Items**



$r_{all}$ = .948,  $r_{final}$ = .970

◆ 11 Listening step Values  ■ 9 Speaking Step Values  ▲ 7 Reading Step Values  ✕ 4 Writing Step Values  ✱ 45 Degree Line Through the 2 Means
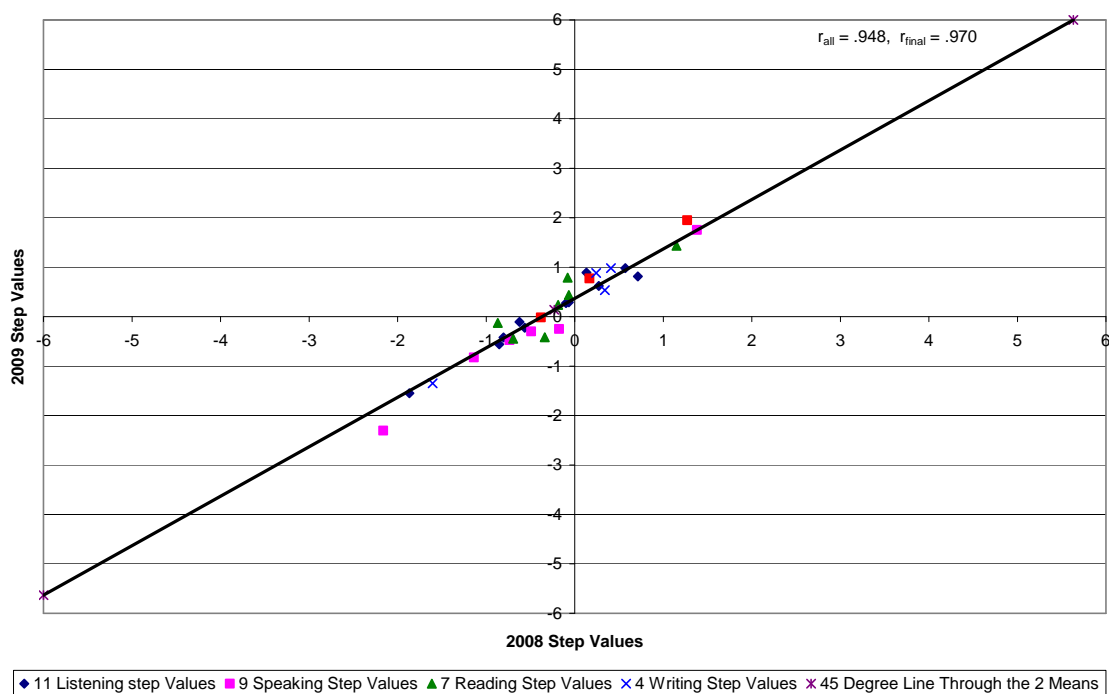
**Figure 5**

**Idaho Spring 2009 Form E2 Anchor Items**



$r_{all}$ = .941  $r_{final}$ = .968

◆ 12 Listening Step Values  ■ 7 Speaking Step Values  ▲ 11 Reading Step Values  ✕ 12 Writing Step Values  ✱ 45 Degree Line Through the 2 Means
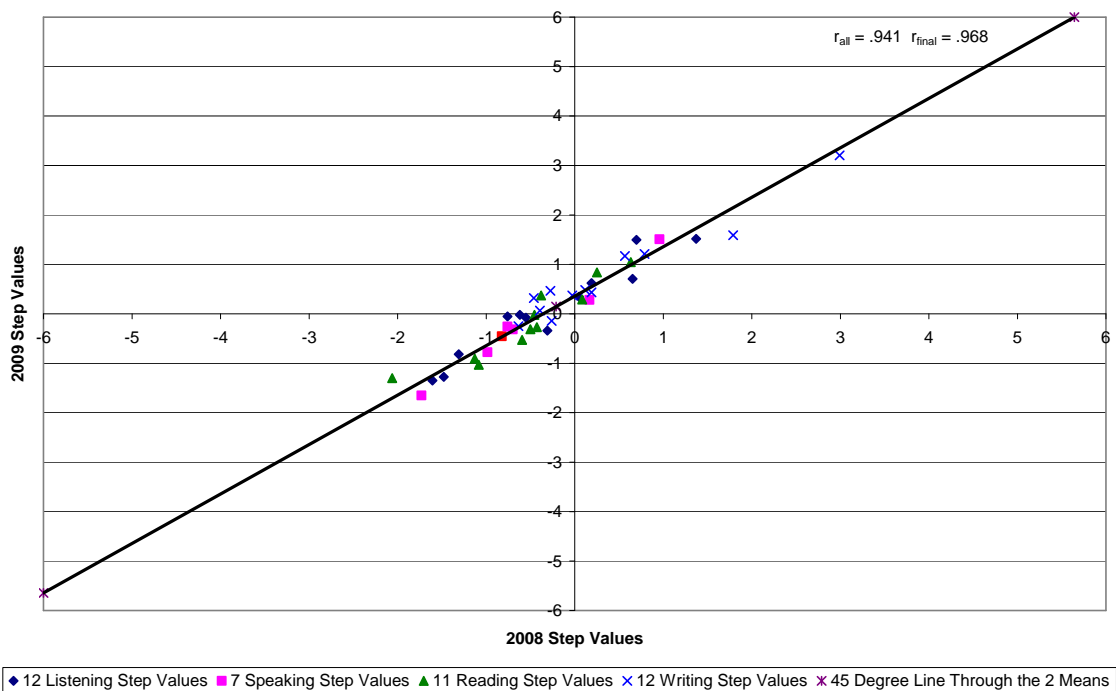
With the outliers removed, the final anchor items were used to develop a linking constant for each form that places the item step values from the 2009 form on the same Rasch logit scale as the 2008 form. The linking constant was computed as the difference between the average step value from the 2008 form's WINSTEPS calibration, minus the average step value from the 2009 form's WINSTEPS calibration. Adding this linking constant to the step values for each of the items in the 2009 form places all of the 2009 form's step values (and log ability estimates) on the same Rasch logit scale as the 2008 form. A separate linking constant was calculated for each grade cluster and applied. This constant was applied to items on all forms including both the Level 1 and Level 2 forms.

Once all items from the 2007, 2008, and 2009 forms were placed on the same logit difficulty scale established in 2006, scaled scores were computed for the 2009 forms. A linear transformation that was developed in the first year for each grade cluster form and test was applied to the equated Rasch log ability scale for the 2009 grade cluster form to yield equated scaled scores.  The same cut scores for each proficiency level and grade established in the 2007 MontCAS ELP standards setting were applied.

## 8. Reliability of the MontCAS ELP

Data bearing on the reliability of MontCAS ELP 2008–2009 test forms are shown in the panels of Table 8.  This table shows for each form and each language domain (including comprehension and the total test): the number of students (N) who were administered the form, coefficient Alpha (a measure of internal-consistency reliability), the maximum raw score attainable, and the mean, standard deviation, and standard error of measurement (SEM) in both raw score and scaled score units. Number of students represents the number for whom there was a valid test score and may vary across language domains in a grade to the extent that there were students who did not attempt one or more of the language domain tests. There is a total score for each student regardless of whether or not all language domain tests were attempted. Data are aggregated by grade for Level 2 forms but by grade span for Level 1 forms due to the small numbers of students administered the Level 1 forms.

As reported for previous administrations of the MontCAS ELP, there is some variability in the alphas over tests and grades. However, there are only four low values (alpha < 0.70) across the 85 language domains and comprehension. Two of these low values are for Level 1 tests with small Ns and the other two for Level 2 tests with alphas nearly equal to .70 (.68 and .69). For the total test, the level at which classification decisions are made, reliability is consistently high (alpha >0.80) across forms and grade levels. In fact, all the total test alphas are at least .89 with most in the low .90s.

**Table 8. Reliability, Raw Score and Scaled Score Descriptive Statistics for MontCAS ELP 2009–2010 Test Forms by Grade**

| Grade K | | | | Raw Scores | | | | Scaled Scores | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Form | Language Domain | N | Alpha | Max | Mean | Std. Dev. | SEM | Mean | Std. Dev. | SEM |
| **A** | Listening | 433 | 0.83 | 20 | 15.0 | 4.1 | 1.67 | 113.9 | 22.6 | 9.21 |
| | Speaking | 435 | 0.79 | 20 | 13.9 | 4.2 | 1.93 | 113.3 | 20.7 | 9.56 |
| | Reading | 436 | 0.91 | 24 | 9.3 | 6.3 | 1.84 | 76.9 | 31.1 | 9.08 |
| | Writing | 435 | 0.90 | 22 | 6.5 | 5.0 | 1.58 | 72.0 | 25.9 | 8.25 |
| | Comprehen | 433 | 0.83 | 27 | 16.8 | 4.9 | 2.01 | 105.4 | 16.4 | 6.75 |
| | Total | 436 | 0.94 | 86 | 44.5 | 15.3 | 3.74 | 389.3 | 29.4 | 7.20 |

| Grades 1-2 | | | | Raw Scores | | | | Scaled Scores | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Form | Language Domain | N | Alpha | Max | Mean | Std. Dev. | SEM | Mean | Std. Dev. | SEM |
| **B1** | Listening | 102 | 0.68 | 15 | 11.0 | 2.6 | 1.48 | 88.7 | 17.6 | 9.93 |
| | Speaking | 103 | 0.76 | 15 | 9.2 | 3.2 | 1.54 | 94.0 | 17.6 | 8.59 |
| | Reading | 104 | 0.66 | 15 | 9.5 | 2.8 | 1.65 | 82.5 | 16.9 | 9.79 |
| | Writing | 104 | 0.87 | 15 | 8.2 | 4.1 | 1.46 | 85.2 | 24.5 | 8.74 |
| | Comprehen | 104 | 0.78 | 24 | 15.5 | 4.3 | 2.04 | 84.2 | 15.9 | 7.54 |
| | Total | 104 | 0.89 | 60 | 37.7 | 9.7 | 3.23 | 363.7 | 36.3 | 12.06 |

| Grade 1 | | | | Raw Scores | | | | Scaled Scores | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Form | Language Domain | N | Alpha | Max | Mean | Std. Dev. | SEM | Mean | Std. Dev. | SEM |
| **B2** | Listening | 347 | 0.71 | 20 | 13.1 | 3.4 | 1.84 | 99.5 | 15.3 | 8.26 |
| | Speaking | 346 | 0.82 | 20 | 13.9 | 4.3 | 1.85 | 111.2 | 19.3 | 8.21 |
| | Reading | 349 | 0.68 | 20 | 9.9 | 3.5 | 1.99 | 94.2 | 13.0 | 7.36 |
| | Writing | 347 | 0.81 | 20 | 6.3 | 4.0 | 1.72 | 85.3 | 17.8 | 7.73 |
| | Comprehen | 348 | 0.77 | 35 | 21.3 | 5.3 | 2.56 | 98.0 | 12.2 | 5.86 |
| | Total | 350 | 0.89 | 80 | 42.8 | 11.6 | 3.86 | 391.6 | 30.3 | 10.10 |

| Grade 2 | | | | Raw Scores | | | | Scaled Scores | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Form | Language Domain | N | Alpha | Max | Mean | Std. Dev. | SEM | Mean | Std. Dev. | SEM |
| **B2** | Listening | 410 | 0.70 | 20 | 16.1 | 2.8 | 1.56 | 114.8 | 17.3 | 9.55 |
| | Speaking | 394 | 0.74 | 20 | 16.2 | 3.4 | 1.75 | 122.0 | 18.7 | 9.50 |
| | Reading | 410 | 0.71 | 20 | 14.7 | 3.6 | 1.93 | 113.1 | 16.5 | 8.91 |
| | Writing | 409 | 0.82 | 20 | 12.0 | 4.3 | 1.83 | 107.6 | 19.2 | 8.09 |
| | Comprehen | 410 | 0.78 | 35 | 27.4 | 4.7 | 2.18 | 113.8 | 14.8 | 6.89 |
| | Total | 410 | 0.90 | 80 | 58.3 | 11.7 | 3.72 | 432.0 | 33.7 | 10.70 |

**Table 8. Reliability, Raw Score and Scaled Score Descriptive Statistics for MontCAS ELP 2008–2009 Test Forms by Grade (Continued)**

| Grades 3-5 | | | | Raw Scores | | | | Scaled Scores | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Form | Language Domain | N | Alpha | Max | Mean | Std. Dev. | SEM | Mean | Std. Dev. | SEM |
| **C1** | Listening | 14 | 0.84 | 20 | 14.6 | 4.2 | 1.70 | 97.3 | 18.1 | 7.29 |
| | Speaking | 14 | 0.91 | 20 | 11.4 | 6.1 | 1.82 | 90.7 | 20.4 | 6.09 |
| | Reading | 14 | 0.84 | 20 | 9.4 | 4.5 | 1.78 | 87.3 | 14.3 | 5.69 |
| | Writing | 14 | 0.71 | 20 | 9.6 | 3.8 | 2.05 | 88.1 | 11.5 | 6.16 |
| | Comprehen | 14 | 0.82 | 33 | 21.8 | 5.6 | 2.40 | 91.9 | 10.5 | 4.46 |
| | Total | 14 | 0.93 | 80 | 44.9 | 15.1 | 3.87 | 379.4 | 22.2 | 5.67 |

| Grade 3 | | | | Raw Scores | | | | Scaled Scores | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Form | Language Domain | N | Alpha | Max | Mean | Std. Dev. | SEM | Mean | Std. Dev. | SEM |
| **C2** | Listening | 339 | 0.79 | 25 | 16.8 | 4.5 | 2.08 | 100.8 | 11.8 | 5.41 |
| | Speaking | 322 | 0.80 | 25 | 18.1 | 4.7 | 2.07 | 105.1 | 14.3 | 6.33 |
| | Reading | 340 | 0.76 | 25 | 13.0 | 4.7 | 2.31 | 98.8 | 10.6 | 5.17 |
| | Writing | 337 | 0.81 | 25 | 12.5 | 4.8 | 2.09 | 98.3 | 13.6 | 6.01 |
| | Comprehen | 341 | 0.86 | 46 | 28.5 | 7.9 | 2.91 | 99.6 | 10.7 | 3.96 |
| | Total | 341 | 0.92 | 100 | 59.1 | 15.7 | 4.50 | 398.7 | 19.0 | 5.45 |

| Grade 4 | | | | Raw Scores | | | | Scaled Scores | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Form | Language Domain | N | Alpha | Max | Mean | Std. Dev. | SEM | Mean | Std. Dev. | SEM |
| **C2** | Listening | 336 | 0.74 | 25 | 18.5 | 3.8 | 1.96 | 105.5 | 11.0 | 5.65 |
| | Speaking | 335 | 0.78 | 25 | 19.5 | 4.1 | 1.95 | 110.2 | 14.6 | 6.89 |
| | Reading | 337 | 0.74 | 25 | 15.9 | 4.4 | 2.28 | 104.9 | 11.0 | 5.64 |
| | Writing | 337 | 0.79 | 25 | 15.1 | 4.4 | 2.03 | 105.7 | 12.3 | 5.66 |
| | Comprehen | 337 | 0.82 | 46 | 32.5 | 6.6 | 2.77 | 105.0 | 9.6 | 4.02 |
| | Total | 337 | 0.89 | 100 | 68.8 | 13.0 | 4.25 | 410.8 | 17.0 | 5.55 |

| Grade 5 | | | | Raw Scores | | | | Scaled Scores | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Form | Language Domain | N | Alpha | Max | Mean | Std. Dev. | SEM | Mean | Std. Dev. | SEM |
| **C2** | Listening | 298 | 0.76 | 25 | 19.4 | 3.8 | 1.86 | 108.7 | 12.2 | 5.99 |
| | Speaking | 299 | 0.76 | 25 | 20.7 | 3.8 | 1.87 | 114.9 | 15.5 | 7.61 |
| | Reading | 300 | 0.81 | 25 | 17.8 | 4.9 | 2.15 | 110.7 | 14.3 | 6.24 |
| | Writing | 301 | 0.80 | 25 | 16.0 | 4.6 | 2.04 | 108.5 | 14.0 | 6.18 |
| | Comprehen | 300 | 0.87 | 46 | 34.7 | 7.2 | 2.61 | 109.0 | 11.6 | 4.22 |
| | Total | 301 | 0.92 | 100 | 73.5 | 14.4 | 4.10 | 417.9 | 21.8 | 6.23 |

**Table 8.  Reliability, Raw Score and Scaled Score Descriptive Statistics for MontCAS ELP 2008–2009 Test Forms by Grade (Continued)**

| Grades 6-8 | | | | Raw Scores | | | | Scaled Scores | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Form | Language Domain | N | Alpha | Max | Mean | Std. Dev. | SEM | Mean | Std. Dev. | SEM |
| **D1** | Listening | 15 | 0.88 | 20 | 13.6 | 5.0 | 1.75 | 91.4 | 15.4 | 5.33 |
| | Speaking | 15 | 0.89 | 20 | 10.4 | 6.1 | 2.01 | 85.2 | 15.5 | 5.10 |
| | Reading | 15 | 0.78 | 20 | 11.1 | 4.3 | 2.02 | 89.3 | 10.7 | 5.01 |
| | Writing | 15 | 0.83 | 20 | 11.7 | 4.6 | 1.88 | 89.2 | 11.9 | 4.88 |
| | Comprehen | 15 | 0.91 | 33 | 21.5 | 7.8 | 2.32 | 89.9 | 12.6 | 3.72 |
| | Total | 15 | 0.96 | 80 | 46.7 | 23.9 | 5.04 | 374.9 | 23.9 | 5.04 |

| Grade 6 | | | | Raw Scores | | | | Scaled Scores | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Form | Language Domain | N | Alpha | Max | Mean | Std. Dev. | SEM | Mean | Std. Dev. | SEM |
| **D2** | Listening | 270 | 0.79 | 25 | 17.2 | 4.5 | 2.07 | 97.4 | 9.7 | 4.47 |
| | Speaking | 267 | 0.78 | 25 | 18.7 | 4.5 | 2.13 | 101.1 | 12.5 | 5.90 |
| | Reading | 269 | 0.81 | 28 | 17.9 | 5.4 | 2.38 | 96.8 | 9.5 | 4.16 |
| | Writing | 268 | 0.79 | 27 | 15.3 | 4.5 | 2.09 | 97.0 | 8.9 | 4.11 |
| | Comprehen | 271 | 0.88 | 48 | 32.7 | 8.3 | 2.86 | 96.8 | 8.9 | 3.06 |
| | Total | 271 | 0.92 | 105 | 68.4 | 16.0 | 4.47 | 392.9 | 16.3 | 4.54 |

| Grade 7 | | | | Raw Scores | | | | Scaled Scores | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Form | Language Domain | N | Alpha | Max | Mean | Std. Dev. | SEM | Mean | Std. Dev. | SEM |
| **D2** | Listening | 292 | 0.80 | 25 | 18.1 | 4.4 | 2.00 | 99.4 | 10.2 | 4.59 |
| | Speaking | 292 | 0.80 | 25 | 20.8 | 4.1 | 1.85 | 107.2 | 13.1 | 5.85 |
| | Reading | 294 | 0.80 | 28 | 19.9 | 5.2 | 2.34 | 100.8 | 10.6 | 4.80 |
| | Writing | 293 | 0.78 | 27 | 16.9 | 4.6 | 2.15 | 100.5 | 9.5 | 4.42 |
| | Comprehen | 294 | 0.88 | 48 | 35.1 | 7.9 | 2.73 | 99.8 | 9.8 | 3.36 |
| | Total | 294 | 0.92 | 105 | 75.3 | 15.2 | 4.30 | 400.8 | 16.8 | 4.73 |

| Grade 8 | | | | Raw Scores | | | | Scaled Scores | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Form | Language Domain | N | Alpha | Max | Mean | Std. Dev. | SEM | Mean | Std. Dev. | SEM |
| **D2** | Listening | 233 | 0.82 | 25 | 19.0 | 4.5 | 1.90 | 101.9 | 11.0 | 4.66 |
| | Speaking | 233 | 0.73 | 25 | 21.1 | 3.5 | 1.83 | 108.0 | 12.5 | 6.46 |
| | Reading | 234 | 0.76 | 28 | 21.2 | 4.8 | 2.32 | 103.2 | 10.4 | 5.09 |
| | Writing | 235 | 0.77 | 27 | 18.0 | 4.5 | 2.18 | 102.9 | 10.9 | 5.21 |
| | Comprehen | 235 | 0.90 | 48 | 36.9 | 8.0 | 2.58 | 102.2 | 10.6 | 3.41 |
| | Total | 235 | 0.92 | 105 | 78.8 | 14.7 | 4.24 | 404.6 | 17.0 | 4.91 |

**Table 8.  Reliability, Raw Score and Scaled Score Descriptive Statistics for MontCAS ELP 2008–2009 Test Forms by Grade (Continued)**

| Grades 9-12 | | | | Raw Scores | | | | Scaled Scores | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Form | Language Domain | N | Alpha | Max | Mean | Std. Dev. | SEM | Mean | Std. Dev. | SEM |
| **E1** | Listening | 9 | 0.82 | 20 | 13.0 | 4.3 | 1.81 | 84.1 | 10.1 | 4.23 |
| | Speaking | 9 | 0.86 | 20 | 10.2 | 5.5 | 2.06 | 83.0 | 14.4 | 5.43 |
| | Reading | 9 | 0.77 | 20 | 11.4 | 3.7 | 1.78 | 84.8 | 10.4 | 4.92 |
| | Writing | 9 | 0.59 | 20 | 12.1 | 3.1 | 1.97 | 86.7 | 6.9 | 4.42 |
| | Comprehen | 9 | 0.87 | 34 | 21.9 | 6.7 | 2.42 | 84.4 | 9.7 | 3.51 |
| | Total | 9 | 0.94 | 80 | 46.8 | 16.6 | 4.18 | 372.3 | 16.6 | 4.18 |

| Grade 9 | | | | Raw Scores | | | | Scaled Scores | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Form | Language Domain | N | Alpha | Max | Mean | Std. Dev. | SEM | Mean | Std. Dev. | SEM |
| **E2** | Listening | 258 | 0.80 | 25 | 18.2 | 4.3 | 1.93 | 97.5 | 10.3 | 4.60 |
| | Speaking | 253 | 0.72 | 25 | 20.0 | 3.7 | 1.95 | 104.2 | 11.8 | 6.19 |
| | Reading | 261 | 0.74 | 28 | 17.9 | 4.8 | 2.46 | 98.5 | 8.8 | 4.50 |
| | Writing | 257 | 0.77 | 27 | 16.5 | 4.9 | 2.33 | 97.6 | 8.5 | 4.08 |
| | Comprehen | 260 | 0.87 | 49 | 34.0 | 7.6 | 2.76 | 97.8 | 8.6 | 3.14 |
| | Total | 261 | 0.92 | 105 | 71.5 | 15.5 | 4.51 | 396.4 | 13.2 | 3.84 |

| Grade 10 | | | | Raw Scores | | | | Scaled Scores | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Form | Language Domain | N | Alpha | Max | Mean | Std. Dev. | SEM | Mean | Std. Dev. | SEM |
| **E2** | Listening | 215 | 0.80 | 25 | 19.4 | 4.1 | 1.84 | 100.8 | 10.9 | 4.95 |
| | Speaking | 214 | 0.74 | 25 | 21.0 | 3.4 | 1.72 | 107.7 | 11.8 | 6.00 |
| | Reading | 222 | 0.74 | 28 | 19.0 | 4.8 | 2.47 | 101.0 | 10.5 | 5.42 |
| | Writing | 218 | 0.77 | 27 | 17.7 | 4.7 | 2.26 | 100.0 | 9.0 | 4.34 |
| | Comprehen | 219 | 0.87 | 49 | 35.9 | 7.6 | 2.69 | 100.4 | 9.8 | 3.49 |
| | Total | 222 | 0.92 | 105 | 75.5 | 15.4 | 4.39 | 400.5 | 14.2 | 4.04 |

| Grade 11 | | | | Raw Scores | | | | Scaled Scores | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Form | Language Domain | N | Alpha | Max | Mean | Std. Dev. | SEM | Mean | Std. Dev. | SEM |
| **E2** | Listening | 197 | 0.78 | 25 | 19.7 | 3.9 | 1.82 | 101.2 | 10.3 | 4.80 |
| | Speaking | 193 | 0.72 | 25 | 20.7 | 3.5 | 1.84 | 106.8 | 11.9 | 6.29 |
| | Reading | 200 | 0.70 | 28 | 19.3 | 4.4 | 2.44 | 101.2 | 8.7 | 4.76 |
| | Writing | 197 | 0.77 | 27 | 17.5 | 4.8 | 2.30 | 99.2 | 9.0 | 4.32 |
| | Comprehen | 200 | 0.88 | 49 | 36.5 | 7.5 | 2.58 | 100.6 | 8.7 | 3.00 |
| | Total | 200 | 0.92 | 105 | 75.9 | 15.3 | 4.38 | 400.2 | 13.6 | 3.88 |

| Grade 12 | | | | Raw Scores | | | | Scaled Scores | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Form | Language Domain | N | Alpha | Max | Mean | Std. Dev. | SEM | Mean | Std. Dev. | SEM |
| **E2** | Listening | 172 | 0.77 | 25 | 20.3 | 3.6 | 1.73 | 102.5 | 9.8 | 4.65 |
| | Speaking | 166 | 0.69 | 25 | 21.1 | 3.3 | 1.84 | 108.1 | 12.2 | 6.85 |
| | Reading | 172 | 0.70 | 28 | 19.9 | 4.4 | 2.38 | 102.8 | 9.2 | 5.03 |
| | Writing | 171 | 0.74 | 27 | 18.4 | 4.4 | 2.23 | 100.9 | 8.4 | 4.24 |
| | Comprehen | 173 | 0.87 | 49 | 37.5 | 7.2 | 2.53 | 102.0 | 8.9 | 3.16 |
| | Total | 173 | 0.91 | 105 | 78.4 | 14.2 | 4.30 | 402.6 | 13.1 | 3.98 |

## 9. Validity of the MontCAS ELP

**9.1 Content-related Validity.** Validity of the MontCAS ELP begins with test content. The Introduction to the *Mountain West Assessment Consortium Foundation Document*, included as an appendix to the *2006–2007 MontCAS ELP Technical Report*, provides background information on the design of the assessment. Additional information on the development of the Mountain West Items is provided in Matthews (2007). All of the items on the previous years' MontCAS ELP were developed as part of that Mountain West Consortium effort. As described in Section 2, some items on the 2009–2010 MontCAS ELP were developed by Questar for the spring 2009 IELA.

**9.2 Construct and Criterion-related Validity.** In addition to test design considerations, test results also bear on the content validity of the assessment. In very general terms, the distribution and range of scores within each grade span and grade level (Table 8) provide evidence that the MontCAS ELP can capture a range of abilities. Table 9 provides information on the validity of the assessment showing intercorrelations among components of the test. This table shows, by grade span for Level 2 forms, Pearson product moment correlations among scaled scores on each subtest (Listening, Speaking, Reading, Writing, and Comprehension). Correlations are not reported for subtests that share common items (e.g., Reading and Comprehension) nor are they reported for subtests and Total MontCAS ELP. The number below the correlation coefficient in each cell represents the number of students on which the correlation is based.

**Table 9. Correlations Among Scaled Scores on Individual Language Domain Tests**

| Grade | K | 1-2 | 3-5 | 6-8 | 9-12 | |
|---|---|---|---|---|---|---|
| r | A | B2 | C2 | D2 | E2 | Avg. |
| L x S | 0.57 | 0.49 | 0.42 | 0.37 | 0.35 | |
| | 432 | 738 | 954 | 789 | 818 | 0.44 |
| L x R | 0.35 | 0.53 | 0.58 | 0.65 | 0.51 | |
| | 433 | 757 | 972 | 792 | 841 | 0.52 |
| L x W | 0.36 | 0.45 | 0.52 | 0.59 | 0.50 | |
| | 432 | 754 | 970 | 792 | 835 | 0.48 |
| S x R | 0.41 | 0.46 | 0.37 | 0.38 | 0.36 | |
| | 435 | 740 | 956 | 792 | 826 | 0.39 |
| S x W | 0.39 | 0.42 | 0.34 | 0.33 | 0.31 | |
| | 434 | 736 | 955 | 790 | 817 | 0.36 |
| S x C | 0.62 | 0.54 | 0.42 | 0.39 | 0.37 | |
| | 432 | 739 | 956 | 792 | 822 | 0.47 |
| R x W | 0.61 | 0.62 | 0.65 | 0.71 | 0.62 | |
| | 435 | 755 | 974 | 795 | 843 | 0.64 |
| W x C | 0.48 | 0.56 | 0.65 | 0.70 | 0.64 | |
| | 432 | 755 | 974 | 796 | 843 | 0.61 |
| Avg. | 0.47 | 0.51 | 0.49 | 0.51 | 0.46 | |

All of the correlation coefficients in Table 9 are significantly different from zero, indicating that the different subtests are measuring related abilities. Insofar as the language domain tests are measuring aspects of the same construct, English proficiency, performance in the different domains should be related. In addition, however, most of the coefficients are not high enough to suggest that the abilities measured by the individual domain tests are identical, reinforcing the assumption that language domain abilities are different aspects of overall English proficiency. In general, the correlations are higher for this year than last year, but the pattern of values in Table 9 is similar to that obtained in previous administrations, suggesting that the internal structure of the tests across years is similar.

One valuable source of evidence relevant to the validity of a test is the relationship between scores on the test to those on another test measuring a similar or related construct. Student scores on the MontCAS Criterion-referenced Test (CRT) were provided for a group of students who had also been administered the MontCAS ELP. Data bearing on the relationship between those measures of student ability are presented next. The same data were presented in the *2008–2009 Technical Report*. It is also reported here because it is the latest available data between the MontCAS ELP and MontCAS CRT. Table 10 shows student ability as measured by the English Language Arts (ELA) and the Math portions of the CRT compared to ability measured by the

MontCAS ELP. On each test—ELA, Math, and ELP—students are classified, based on their performance, in one of four categories: Novice, Nearing Proficiency, Proficient, and Advanced. Each cell shows the number of students who were classified in each category on each test. For example, of the 1,279 students who were classified as proficient on the MontCAS ELP test, 308 were classified as Novice on the ELA portion of the CRT, 524 as Nearing Proficiency, 408 as Proficient and 39 as Advanced. Overall, the table shows that there is a positive relationship between performance on the CRT and ELP test. The distribution of scores on the ELA CRT is different from that on the Math CRT. More than half of the students administered the Math CRT scored at the Novice level, whereas the distribution was more evenly divided on the ELA CRT.

**Table 10. Numbers of Students Scoring at Each Performance Level on the MontCAS ELP Test and on MontCAS Criterion-Referenced Tests in ELA and Math**

| CRT | | MontCAS ELP | | | | |
|---|---|---|---|---|---|---|
| | | Novice | Nearing Proficient | Proficient | Advanced | Total |
| ELA | Novice | 51 | 259 | 308 | 2 | 620 |
| | Nearing Prof. | 8 | 115 | 524 | 21 | 668 |
| | Proficient | 10 | 23 | 408 | 90 | 531 |
| | Advanced | 6 | 10 | 39 | 64 | 177 |
| | Total | 75 | 407 | 1279 | 177 | 1938 |
| | | | | | | |
| Math | Novice | 54 | 315 | 682 | 21 | 1072 |
| | Nearing Prof. | 5 | 61 | 390 | 46 | 502 |
| | Proficient | 11 | 24 | 185 | 90 | 310 |
| | Advanced | 5 | 7 | 22 | 20 | 54 |
| | Total | 75 | 407 | 1279 | 177 | 1938 |

A quantitative measure of the relationship between performance on these two tests was generated in the following way. Each of the categories for each test was assigned a point value: Novice = 1; Nearing Proficiency = 2; Proficient = 3; and Advanced = 4. Using these point values, a set of paired scores was generated, one pair for each of the 1,938 students administered the ELP and ELA tests and another pair for each of the 1,938 students administered the ELP and Math tests. Because these numbers represent ordinal categories rather than a continuous variable, a Spearman R correlation was calculated. Each cell in Table 11 shows a Spearman correlation coefficient and the numbers of pairs of scores on which the coefficient was based. Correlational data are only available for grades in which the CRT is administered (i.e., grades 3–8 and 10).

Coefficients are shown for all grades, two grade clusters and grade 10. All correlation coefficients are significantly different from zero, establishing that there is a positive relation between performance on the MontCAS ELP test and the CRT in both ELA and Math. In addition, the correlation coefficients are uniformly higher for the ELA test than for the Math test. Finally, the coefficients for both ELA and Math remain relatively stable over grade clusters.

**Table 11. Correlations between Performance Levels on the MontCAS ELP and ELA and Math CRT**

| MontCAS CRT | All Grades | Grade 3-5 | Grades 6-8 | Grade 10 |
|---|---|---|---|---|
| ELA | 0.48 | 0.43 | 0.49 | 0.52 |
| | 1,938 | 969 | 779 | 190 |
| Math | 0.34 | 0.35 | 0.31 | 0.31 |
| | 1,938 | 969 | 779 | 190 |

## 10. MontCAS ELP Performance by Year

Table 12 shows results for 2008 and 2009 by form and grade, thus allowing a comparison of performance across those years. This table shows, for each language domain: comprehension, and total MontCAS ELP, the maximum obtainable raw score ($\textbf{RS}_{\textbf{Max}}$), number of students (**N)** administered the assessment, the average raw score ($\textbf{RS}_{\textbf{Mean}}$) and average scaled score ($\textbf{SS}_{\textbf{Mean}}$). Whereas changes in average scaled scores can be used to compare performance across years within a grade, raw scores cannot be compared because of the change in the number of RS points per form across the years.

When comparing 2009 to 2008, there was generally a decline in the number of students tested in each grade except for Kindergarten with an increase of about 8%. As in previous years, with the exception of B1, only a very few students were administered the Level 1 forms. Performance on the total test varied considerably by grade between 2009 and 2008. Not taking into account C1, D1, and E1 with so few students tested, the scaled score mean increased over 4 points between 2009 and 2008 at Kindergarten and grade 10, and increased about 1 scaled score at grades 7, 9, and 11. At grades 5 and 8, there was virtually no change in performance between 2009 and 2008, and at grades 1–4 and 6, performance declined by about 3 or more scaled scores. The largest change in performance was for B1, with grades 1 and 2 combined, where the 2009 average scaled score for the total test was almost 20 points less than in 2008.

**Table 12.  Performance on 2008 and 2009 MontCAS ELP Test Forms by Grade**

| Form | Language Domain | 2008 | | | | 2009 | | | |
|------|-----------------|------|------|------|------|------|------|------|------|
|      |                 | $RS_{Max}$ | N | $RS_{Mean}$ | $SS_{Mean}$ | $RS_{Max}$ | N | $RS_{Mean}$ | $SS_{Mean}$ |
| **Kindergarten** | | | | | | | | | |
| **A** | Listening | 15 | 402 | 9.4 | 106.5 | 20 | 433 | 15.0 | 113.9 |
|       | Speaking | 15 | 402 | 11.0 | 106.1 | 20 | 435 | 13.9 | 113.3 |
|       | Reading | 27 | 402 | 11.7 | 83.7 | 24 | 436 | 9.3 | 76.9 |
|       | Writing | 22 | 402 | 5.9 | 67.4 | 22 | 435 | 6.5 | 72.0 |
|       | Comprehen | 18 | 402 | 9.8 | 104.5 | 27 | 433 | 16.8 | 105.4 |
|       | Total | 79 | 402 | 38.0 | 383.0 | 86 | 436 | 44.5 | 389.3 |
| **Grade 1-2** | | | | | | | | | |
| **B1** | Listening | 15 | 109 | 10.2 | 97.5 | 15 | 102 | 11.0 | 88.7 |
|        | Speaking | 15 | 109 | 9.1 | 101.9 | 15 | 103 | 9.2 | 94.0 |
|        | Reading | 15 | 110 | 8.9 | 86.7 | 15 | 104 | 9.5 | 82.5 |
|        | Writing | 15 | 109 | 6.9 | 90.7 | 15 | 104 | 8.2 | 85.2 |
|        | Comprehen | 23 | 110 | 14.0 | 91.7 | 24 | 104 | 15.5 | 84.2 |
|        | Total | 60 | 110 | 34.9 | 383.3 | 60 | 104 | 37.7 | 363.7 |
| **Grade 1** | | | | | | | | | |
| **B2** | Listening | 18 | 383 | 10.5 | 103.1 | 20 | 347 | 13.1 | 99.5 |
|        | Speaking | 18 | 384 | 13.0 | 108.6 | 20 | 346 | 13.9 | 111.2 |
|        | Reading | 18 | 383 | 9.4 | 97.1 | 20 | 349 | 9.9 | 94.2 |
|        | Writing | 18 | 382 | 4.6 | 88.6 | 20 | 347 | 6.3 | 85.3 |
|        | Comprehen | 36 | 385 | 19.3 | 99.7 | 35 | 348 | 21.3 | 98.0 |
|        | Total | 72 | 386 | 37.2 | 398.5 | 80 | 350 | 42.8 | 391.6 |
| **Grade 2** | | | | | | | | | |
| **B2** | Listening | 18 | 464 | 13.2 | 114.8 | 20 | 410 | 16.1 | 114.8 |
|        | Speaking | 18 | 468 | 14.4 | 116.3 | 20 | 394 | 16.2 | 122.0 |
|        | Reading | 18 | 468 | 13.5 | 115.4 | 20 | 410 | 14.7 | 113.1 |
|        | Writing | 18 | 466 | 9.2 | 111.6 | 20 | 409 | 12.0 | 107.6 |
|        | Comprehen | 36 | 468 | 26.0 | 114.2 | 35 | 410 | 27.4 | 113.8 |
|        | Total | 72 | 468 | 50.1 | 435.7 | 80 | 410 | 58.3 | 432.0 |

**Table 12. Performance on 2008 and 2009 MontCAS ELP Test Forms by Grade (continued)**

| Form | Language Domain | 2008 | | | | 2009 | | | |
|------|-----------------|------|---|---|---|------|---|---|---|
| | | $RS_{Max}$ | N | $RS_{Mean}$ | $SS_{Mean}$ | $RS_{Max}$ | N | $RS_{Mean}$ | $SS_{Mean}$ |
| **Grade 3-5** | | | | | | | | | |
| **C1** | Listening | 15 | 12 | 9.3 | 93.1 | 20 | 14 | 14.6 | 97.3 |
| | Speaking | 15 | 12 | 9.1 | 93.4 | 20 | 14 | 11.4 | 90.7 |
| | Reading | 15 | 12 | 8.3 | 88.3 | 20 | 14 | 9.4 | 87.3 |
| | Writing | 15 | 12 | 7.2 | 85.3 | 20 | 14 | 9.6 | 88.1 |
| | Comprehen | 27 | 12 | 15.6 | 91.0 | 33 | 14 | 21.8 | 91.9 |
| | Total | 60 | 12 | 33.9 | 378.8 | 80 | 14 | 44.9 | 379.4 |
| **Grade 3** | | | | | | | | | |
| **C2** | Listening | 18 | 457 | 11.0 | 101.8 | 25 | 339 | 16.8 | 100.8 |
| | Speaking | 18 | 460 | 13.9 | 104.2 | 25 | 322 | 18.1 | 105.1 |
| | Reading | 18 | 459 | 10.0 | 101.3 | 25 | 340 | 13.0 | 98.8 |
| | Writing | 18 | 456 | 8.2 | 99.9 | 25 | 337 | 12.5 | 98.3 |
| | Comprehen | 36 | 460 | 20.9 | 101.1 | 46 | 341 | 28.5 | 99.6 |
| | Total | 72 | 460 | 42.9 | 401.6 | 100 | 341 | 59.1 | 398.7 |
| **Grade 4** | | | | | | | | | |
| **C2** | Listening | 18 | 412 | 12.6 | 107.4 | 25 | 336 | 18.5 | 105.5 |
| | Speaking | 18 | 413 | 15.3 | 110.8 | 25 | 335 | 19.5 | 110.2 |
| | Reading | 18 | 413 | 11.6 | 107.3 | 25 | 337 | 15.9 | 104.9 |
| | Writing | 18 | 413 | 10.0 | 106.5 | 25 | 337 | 15.1 | 105.7 |
| | Comprehen | 36 | 413 | 24.2 | 106.7 | 46 | 337 | 32.5 | 105.0 |
| | Total | 72 | 413 | 49.6 | 413.6 | 100 | 337 | 68.8 | 410.8 |
| **Grade 5** | | | | | | | | | |
| **C2** | Listening | 18 | 340 | 13.0 | 109.2 | 25 | 298 | 19.4 | 108.7 |
| | Speaking | 18 | 342 | 15.6 | 112.8 | 25 | 299 | 20.7 | 114.9 |
| | Reading | 18 | 341 | 12.7 | 111.3 | 25 | 300 | 17.8 | 110.7 |
| | Writing | 18 | 341 | 10.5 | 108.3 | 25 | 301 | 16.0 | 108.5 |
| | Comprehen | 36 | 341 | 25.7 | 109.5 | 46 | 300 | 34.7 | 109.0 |
| | Total | 72 | 342 | 51.6 | 418.0 | 100 | 301 | 73.5 | 417.9 |

**Table 12. Performance on 2008 and 2009 MontCAS ELP Test Forms by Grade (continued)**

| Form | Language Domain | 2008 | | | | 2009 | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | $RS_{Max}$ | N | $RS_{Mean}$ | $SS_{Mean}$ | $RS_{Max}$ | N | $RS_{Mean}$ | $SS_{Mean}$ |
| **Grade 6-8** | | | | | | | | | |
| **D1** | Listening | 15 | 13 | 8.8 | 86.0 | 20 | 15 | 13.6 | 91.4 |
| | Speaking | 15 | 13 | 7.2 | 82.9 | 20 | 15 | 10.4 | 85.2 |
| | Reading | 15 | 13 | 8.3 | 82.5 | 20 | 15 | 11.1 | 89.3 |
| | Writing | 15 | 13 | 8.5 | 82.4 | 20 | 15 | 11.7 | 89.2 |
| | Comprehen | 29 | 13 | 16.2 | 84.1 | 33 | 15 | 21.5 | 89.9 |
| | Total | 60 | 13 | 32.8 | 364.9 | 80 | 15 | 46.7 | 374.9 |
| **Grade 6** | | | | | | | | | |
| **D2** | Listening | 18 | 303 | 12.6 | 99.1 | 25 | 270 | 17.2 | 97.4 |
| | Speaking | 18 | 307 | 14.8 | 104.6 | 25 | 267 | 18.7 | 101.1 |
| | Reading | 20 | 307 | 9.7 | 97.9 | 28 | 269 | 17.9 | 96.8 |
| | Writing | 20 | 305 | 11.4 | 96.3 | 27 | 268 | 15.3 | 97.0 |
| | Comprehen | 38 | 307 | 22.1 | 98.1 | 48 | 271 | 32.7 | 96.8 |
| | Total | 76 | 307 | 48.3 | 396.2 | 105 | 271 | 68.4 | 392.9 |
| **Grade 7** | | | | | | | | | |
| **D2** | Listening | 18 | 288 | 13.3 | 101.6 | 25 | 292 | 18.1 | 99.4 |
| | Speaking | 18 | 291 | 15.1 | 106.1 | 25 | 292 | 20.8 | 107.2 |
| | Reading | 20 | 288 | 10.7 | 100.4 | 28 | 294 | 19.9 | 100.8 |
| | Writing | 20 | 288 | 12.3 | 98.8 | 27 | 293 | 16.9 | 100.5 |
| | Comprehen | 38 | 289 | 24.0 | 100.5 | 48 | 294 | 35.1 | 99.8 |
| | Total | 76 | 291 | 51.0 | 399.8 | 105 | 294 | 75.3 | 400.8 |
| **Grade 8** | | | | | | | | | |
| **D2** | Listening | 18 | 334 | 13.9 | 103.7 | 25 | 233 | 19.0 | 101.9 |
| | Speaking | 18 | 338 | 15.1 | 107.0 | 25 | 233 | 21.1 | 108.0 |
| | Reading | 20 | 336 | 12.0 | 103.3 | 28 | 234 | 21.2 | 103.2 |
| | Writing | 20 | 334 | 13.3 | 102.1 | 27 | 235 | 18.0 | 102.9 |
| | Comprehen | 38 | 336 | 25.8 | 102.9 | 48 | 235 | 36.9 | 102.2 |
| | Total | 76 | 338 | 54.0 | 404.9 | 105 | 235 | 78.8 | 404.6 |

**Table 12.  Performance on 2008 and 2009 MontCAS ELP Test Forms by Grade (continued)**

| Form | Language Domain | 2008 | | | | 2009 | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | $RS_{Max}$ | N | $RS_{Mean}$ | $SS_{Mean}$ | $RS_{Max}$ | N | $RS_{Mean}$ | $SS_{Mean}$ |
| **Grade 9-12** | | | | | | | | | |
| **E1** | Listening | 15 | 9 | 8.9 | 88.0 | 20 | 9 | 13.0 | 84.1 |
| | Speaking | 15 | 9 | 9.9 | 90.0 | 20 | 9 | 10.2 | 83.0 |
| | Reading | 15 | 9 | 9.0 | 84.6 | 20 | 9 | 11.4 | 84.8 |
| | Writing | 15 | 9 | 6.2 | 78.4 | 20 | 9 | 12.1 | 86.7 |
| | Comprehen | 28 | 9 | 16.2 | 86.7 | 34 | 9 | 21.9 | 84.4 |
| | Total | 60 | 9 | 34.0 | 371.6 | 80 | 9 | 46.8 | 372.3 |
| **Grade 9** | | | | | | | | | |
| **E2** | Listening | 18 | 275 | 11.6 | 96.1 | 25 | 258 | 18.2 | 97.5 |
| | Speaking | 18 | 281 | 14.2 | 103.1 | 25 | 253 | 20.0 | 104.2 |
| | Reading | 20 | 280 | 12.3 | 98.0 | 28 | 261 | 17.9 | 98.5 |
| | Writing | 20 | 278 | 10.7 | 96.1 | 27 | 257 | 16.5 | 97.6 |
| | Comprehen | 38 | 280 | 23.7 | 96.5 | 49 | 260 | 34.0 | 97.8 |
| | Total | 76 | 281 | 48.5 | 395.3 | 105 | 261 | 71.5 | 396.4 |
| **Grade 10** | | | | | | | | | |
| **E2** | Listening | 18 | 249 | 12.2 | 97.7 | 25 | 215 | 19.4 | 100.8 |
| | Speaking | 18 | 254 | 13.9 | 101.7 | 25 | 214 | 21.0 | 107.7 |
| | Reading | 20 | 252 | 12.8 | 99.3 | 28 | 222 | 19.0 | 101.0 |
| | Writing | 20 | 250 | 11.3 | 97.7 | 27 | 218 | 17.7 | 100.0 |
| | Comprehen | 38 | 252 | 24.8 | 97.9 | 49 | 219 | 35.9 | 100.4 |
| | Total | 76 | 254 | 49.6 | 396.4 | 105 | 222 | 75.5 | 400.5 |
| **Grade 11** | | | | | | | | | |
| **E2** | Listening | 18 | 193 | 13.2 | 101.6 | 25 | 197 | 19.7 | 101.2 |
| | Speaking | 18 | 198 | 13.9 | 102.0 | 25 | 193 | 20.7 | 106.8 |
| | Reading | 20 | 195 | 13.7 | 101.6 | 28 | 200 | 19.3 | 101.2 |
| | Writing | 20 | 194 | 12.0 | 99.4 | 27 | 197 | 17.5 | 99.2 |
| | Comprehen | 38 | 195 | 26.8 | 101.0 | 49 | 200 | 36.5 | 100.6 |
| | Total | 76 | 198 | 52.0 | 399.5 | 105 | 200 | 75.9 | 400.2 |
| **Grade 12** | | | | | | | | | |
| **E2** | Listening | 18 | 189 | 12.9 | 100.4 | 25 | 172 | 20.3 | 102.5 |
| | Speaking | 18 | 191 | 14.6 | 104.7 | 25 | 166 | 21.1 | 108.1 |
| | Reading | 20 | 190 | 13.7 | 101.8 | 28 | 172 | 19.9 | 102.8 |
| | Writing | 20 | 190 | 12.0 | 99.5 | 27 | 171 | 18.4 | 100.9 |
| | Comprehen | 38 | 190 | 26.5 | 100.7 | 49 | 173 | 37.5 | 102.0 |
| | Total | 76 | 191 | 53.0 | 400.3 | 105 | 173 | 78.4 | 402.6 |

Performance on MontCAS ELP 2007, 2008 and 2009 is summarized in Table 13. This table shows the percent of students in each Total MontCAS ELP Proficiency category by grade (N=Novice, NP=Nearing Proficiency, P=Proficient, A=Advanced). This table is not from a matched sample and includes all students tested in each year.

**Table 13. Total MontCAS ELP Level by Grade in 2007, 2008, and 2009**

| Grade | Percent in each Proficiency Category | | | | | | | | | | | |
| | 2007 | | | | 2008 | | | | 2009 | | | |
| | N | NP | P | A | N | NP | P | A | N | NP | P | A |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 26 | 42 | 26 | 6 | 24 | 41 | 26 | 9 | 15 | 48 | 27 | 10 |
| 1 | 8 | 20 | 56 | 16 | 5 | 16 | 61 | 18 | 10 | 22 | 58 | 11 |
| 2 | 4 | 14 | 62 | 20 | 2 | 12 | 73 | 13 | 5 | 13 | 68 | 14 |
| 3 | 2 | 14 | 61 | 23 | 2 | 11 | 67 | 19 | 3 | 15 | 67 | 15 |
| 4 | 4 | 19 | 57 | 20 | 2 | 16 | 68 | 15 | 2 | 14 | 71 | 13 |
| 5 | 7 | 21 | 65 | 7 | 8 | 18 | 71 | 3 | 7 | 17 | 74 | 3 |
| 6 | 3 | 20 | 59 | 19 | 1 | 30 | 57 | 11 | 6 | 29 | 55 | 10 |
| 7 | 3 | 20 | 64 | 14 | 3 | 24 | 65 | 9 | 3 | 25 | 59 | 13 |
| 8 | 3 | 14 | 79 | 5 | 3 | 18 | 76 | 3 | 3 | 19 | 76 | 2 |
| 9 | 3 | 37 | 56 | 4 | 2 | 40 | 56 | 1 | 3 | 33 | 62 | 2 |
| 10 | 3 | 27 | 66 | 5 | 5 | 37 | 57 | 1 | 2 | 33 | 61 | 4 |
| 11 | 7 | 28 | 63 | 2 | 7 | 38 | 55 | 0 | 5 | 34 | 61 | 0 |
| 12 | 5 | 25 | 66 | 4 | 2 | 46 | 53 | 0 | 2 | 30 | 66 | 1 |
| K-12 | 6 | 23 | 59 | 12 | 5 | 24 | 61 | 10 | 6 | 25 | 61 | 9 |

As in previous administrations of the MontCAS ELP, the percent in each proficiency category across all grades (the last row, K-12) remains fairly stable from one year to the next. However, the percent in each proficiency category varies grade by grade. From 2008 to 2009, the percent in the Proficient and Advanced categories increased at grades 9–12, but often the percent in one or both categories decreased in the lower grades. It is worth noting the overall changes in numbers tested across years. There were approximately 500 fewer students tested in 2009 than in 2008 and approximately 1,000 fewer students tested in 2008 than in 2007. Such large reductions in the numbers tested grade by grade over the years certainly can have an impact on the distribution of proficiency categories at each grade across the years.

Table 14 shows a summary of MontCAS ELP Growth Reports by grade. Whereas Tables 12 and 13, comparing performance across years, do not represent a matched sample (i.e., students who were tested in both years), Table 14 represents the performance of students who were tested in

both 2008 and 2009 and whose results were matched. Of the 3,973 students tested in Fall 2009, test results for 2,421 or 60.9% were matched to the previous year. Each cell in the table shows the number and percent of students by grade. Table 14 summarizes three categories of change in proficiency levels from 2008 to 2009. The "declining" category shows the number and percent of students whose proficiency level declined by one or more levels from 2008 to 2009. The "maintaining" category represents the number and percent of students who stayed at the same proficiency level, and the "gaining" category shows the number and percent of students that either remained at the advanced level or gained in proficiency by one or more levels. In every grade except grade 1, the largest percentage of students fell into the "maintaining" category.

**Table 14. Summary of 2008 to 2009 Growth Reports**

| Grade | Declining | Maintaining | Gaining |
|:---:|:---:|:---:|:---:|
| 1 | 16 (6.2%) | 83 (32.0%) | 160 (61.8%) |
| 2 | 49 (15.2%) | 181 (56.2%) | 92 (28.6%) |
| 3 | 32 (12.4%) | 160 (62.0%) | 66 (25.6%) |
| 4 | 43 (15.4%) | 166 (59.3%) | 71 (25.4%) |
| 5 | 51 (22.0%) | 158 (68.1%) | 23 (9.9%) |
| 6 | 32 (14.8%) | 139 (64.4%) | 45 (20.8%) |
| 7 | 20 (10.0%) | 124 (61.7%) | 57 (28.4%) |
| 8 | 20 (11.9%) | 108 (64.3%) | 40 (23.8%) |
| 9 | 29 (19.6%) | 101 (68.2%) | 18 (12.2%) |
| 10 | 14 (11.4%) | 80 (65.5%) | 29 (23.6%) |
| 11 | 15 (11.7%) | 85 (66.4%) | 28 (21.9%) |
| 12 | 2 (2.3%) | 64 (74.4%) | 20 (23.3%) |
| 1-12 | 323 (13.3%) | 1449 (59.9%) | 649 (26.8%) |

For comparison purposes, Table 15 shows a summary of MontCAS ELP Growth Reports for those students who were tested in Fall 2007 and Fall 2008. Of the 4,475 students tested in Fall 2008, test results for 2,715 or 60.7% were matched to the previous year. Table 16 shows a summary of MontCAS ELP Growth Reports for those students who were tested in Fall 2006 and Fall 2007. Of the 5,478 students tested in Fall 2007, test results for 3,291 or 60.1% were matched to the previous year. Across the three pairs of years, the percentages matched were very similar. In addition, comparing the final row in Tables 14, 15, and 16, the percentages over all grades in each of the three categories were very similar.

**Table 15. Summary of 2007 to 2008 Growth Reports**

| Grade | Declining | Maintaining | Gaining |
|-------|-----------|-------------|---------|
| 1 | 8 (2.7%) | 71 (24.4%) | 212 (72.9%) |
| 2 | 26 (8.5%) | 165 (53.7) | 116 (37.8%) |
| 3 | 46 (15.3%) | 167 (55.5%) | 88 (29.2%) |
| 4 | 33 (11.3%) | 198 (68.0%) | 60 (20.6%) |
| 5 | 50 (19.5%) | 161 (62.9%) | 45 (17.6%) |
| 6 | 28 (12.8%) | 128 (58.7%) | 62 (28.4%) |
| 7 | 25 (11.8%) | 143 (67.8%) | 43 (20.4%) |
| 8 | 37 (14.6%) | 180 (71.1%) | 36 (14.2%) |
| 9 | 46 (28.8%) | 99 (61.9%) | 15 (9.4%) |
| 10 | 27 (15.1%) | 118 (65.9%) | 34 (19.0%) |
| 11 | 27 (23.7%) | 78 (68.4%) | 9 (7.9%) |
| 12 | 17 (12.7%) | 100 (74.6%) | 17 (12.7%) |
| 1-12 | 370 (13.6%) | 1608 (59.2%) | 737 (27.1%) |

**Table 16. Summary of 2006 to 2007 Growth Reports**

| Grade | Declining | Maintaining | Gaining |
|-------|-----------|-------------|---------|
| 1 | **29** (9.1%) | **106** (33.4%) | **182** (57.4%) |
| 2 | **27** (7.9%) | **173** (50.7) | **141** (41.3%) |
| 3 | **28** (9.4%) | **168** (56.4%) | **102** (34.2%) |
| 4 | **43** (13.9%) | **166** (53.5%) | **101** (32.6%) |
| 5 | **54** (19.4%) | **178** (63.8%) | **47** (16.8%) |
| 6 | **30** (10.1%) | **162** (54.7%) | **104** (35.1%) |
| 7 | **28** (9.2%) | **187** (61.7%) | **88** (29.0%) |
| 8 | **30** (10.1%) | **198** (66.4%) | **70** (23.5%) |
| 9 | **40** (15.7%) | **172** (67.7%) | **42** (16.5%) |
| 10 | **19** (9.4%) | **149** (73.8%) | **34** (16.8%) |
| 11 | **31** (15.5%) | **147** (73.5%) | **22** (11.0%) |
| 12 | **19** (9.8%) | **130** (67.4%) | **44** (22.8%) |
| 1-12 | **378** (11.5%) | **1936** (58.8%) | **977** (29.7%) |

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## Appendix A:  Item Difficulty and Discrimination data

**Table A1:  Grade K: Form A**

| Item ID | Seq # | Modality | Item Type | Item Status | Max. Point | N-count | 0 | 1/A | 2/B | 3/C | 4/D | Omit | P-Value | Point Biserial |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 88072 | 1 | Listening | MC | Core | 1 | 436 | | 8 | 90 | 0 | | 2 | 0.90 | 0.62 |
| 88417 | 2 | Listening | MC | Core | 1 | 436 | | 73 | 23 | 1 | | 2 | 0.73 | 0.22 |
| 88002 | 3 | Listening | MC | Core | 1 | 436 | | 8 | 3 | 86 | | 2 | 0.86 | 0.31 |
| 88415 | 4 | Listening | MC | Core | 1 | 436 | | 94 | 0 | 3 | | 2 | 0.94 | 0.32 |
| 88070 | 5 | Listening | MC | Core | 1 | 436 | | 5 | 3 | 91 | | 2 | 0.91 | 0.43 |
| 88067 | 6 | Listening | CR | Core | 1 | 436 | 29 | 69 | | | | 2 | 0.69 | 0.44 |
| 88068 | 7 | Listening | CR | Core | 1 | 436 | 23 | 61 | | | | 16 | 0.61 | 0.53 |
| 72002 | 8 | Listening | CR | Core | 1 | 436 | 21 | 71 | | | | 8 | 0.71 | 0.51 |
| 72004 | 9 | Listening | CR | Core | 1 | 436 | 11 | 83 | | | | 6 | 0.83 | 0.50 |
| 72003 | 10 | Listening | CR | Core | 1 | 436 | 11 | 83 | | | | 6 | 0.83 | 0.56 |
| 72006 | 11 | Listening | CR | Core | 1 | 436 | 18 | 72 | | | | 10 | 0.72 | 0.52 |
| 72008 | 12 | Listening | CR | Core | 1 | 436 | 16 | 78 | | | | 6 | 0.78 | 0.49 |
| 8235002 | 13 | Listening | CR | Core | 1 | 436 | 17 | 74 | | | | 9 | 0.74 | 0.47 |
| 8009001 | 14 | Listening | CR | Core | 1 | 436 | 25 | 67 | | | | 8 | 0.67 | 0.40 |
| 8009002 | 15 | Listening | CR | Core | 1 | 436 | 13 | 79 | | | | 8 | 0.79 | 0.49 |
| 8009003 | 16 | Listening | MC | Core | 1 | 436 | | 24 | 64 | 8 | | 3 | 0.64 | 0.26 |
| 8009004 | 17 | Listening | MC | Core | 1 | 436 | | 50 | 21 | 25 | | 4 | 0.50 | 0.27 |
| 8040001 | 18 | Listening | CR | Core | 1 | 436 | 25 | 68 | | | | 8 | 0.68 | 0.44 |
| 8040003 | 19 | Listening | CR | Core | 1 | 436 | 11 | 83 | | | | 7 | 0.83 | 0.54 |
| 8040005 | 20 | Listening | CR | Core | 1 | 436 | 34 | 55 | | | | 11 | 0.55 | 0.46 |
| 88131 | 1 | Speaking | CR | Core | 1 | 436 | 2 | 96 | | | | 2 | 0.96 | 0.33 |
| 72025 | 2 | Speaking | CR | Core | 1 | 436 | 13 | 83 | | | | 5 | 0.83 | 0.40 |
| 72023 | 3 | Speaking | CR | Core | 1 | 436 | 14 | 81 | | | | 6 | 0.81 | 0.39 |
| 72022 | 4 | Speaking | CR | Core | 1 | 436 | 2 | 96 | | | | 1 | 0.96 | 0.36 |
| 88127 | 5 | Speaking | CR | Core | 1 | 436 | 11 | 87 | | | | 2 | 0.87 | 0.49 |
| 72159 | 6 | Speaking | CR | Core | 1 | 436 | 11 | 87 | | | | 2 | 0.87 | 0.40 |
| 88306 | 7 | Speaking | CR | Core | 1 | 436 | 4 | 94 | | | | 2 | 0.94 | 0.47 |
| 72018 | 8 | Speaking | CR | Core | 1 | 436 | 36 | 55 | | | | 8 | 0.55 | 0.42 |
| 72153 | 9 | Speaking | CR | Core | 1 | 436 | 23 | 72 | | | | 5 | 0.72 | 0.55 |
| 72012 | 10 | Speaking | CR | Core | 1 | 436 | 17 | 80 | | | | 4 | 0.80 | 0.56 |
| 72030 | 11 | Speaking | CR | Core | 2 | 436 | 9 | 11 | 75 | | | 4 | 0.81 | 0.62 |
| 88414 | 12 | Speaking | CR | Core | 4 | 436 | 7 | 17 | 26 | 30 | 14 | 6 | 0.54 | 0.65 |
| 88130 | 13 | Speaking | CR | Core | 4 | 436 | 9 | 23 | 26 | 24 | 8 | 10 | 0.44 | 0.60 |
| 88101 | 1 | Reading | MC | Core | 1 | 436 | | 32 | 3 | 64 | | 1 | 0.64 | 0.41 |
| 88084 | 2 | Reading | CR | Core | 1 | 436 | 36 | 53 | | | | 10 | 0.53 | 0.56 |
| 88288 | 3 | Reading | CR | Core | 1 | 436 | 40 | 53 | | | | 7 | 0.53 | 0.58 |
| 88091 | 4 | Reading | MC | Core | 1 | 436 | | 13 | 9 | 68 | | 10 | 0.68 | 0.49 |
| 88092 | 5 | Reading | MC | Core | 1 | 436 | | 6 | 73 | 9 | | 12 | 0.73 | 0.50 |
| 88098 | 6 | Reading | CR | Core | 1 | 436 | 20 | 63 | | | | 17 | 0.63 | 0.56 |
| 88282 | 7 | Reading | CR | Core | 1 | 436 | 38 | 44 | | | | 17 | 0.44 | 0.58 |
| 88286 | 8 | Reading | CR | Core | 1 | 436 | 31 | 49 | | | | 20 | 0.49 | 0.70 |
| 88093 | 9 | Reading | CR | Core | 1 | 436 | 28 | 47 | | | | 24 | 0.47 | 0.72 |
| 88287 | 10 | Reading | CR | Core | 1 | 436 | 25 | 46 | | | | 28 | 0.46 | 0.71 |

## Appendix A:  Item Difficulty and Discrimination data (Continued)

**Table A1:  Grade K: Form A (Continued)**

| Item ID | Seq # | Modality | Item Type | Item Status | Max. Point | N-count | 0 | 1/A | 2/B | 3/C | 4/D | Omit | P-Value | Point Biserial |
|---------|-------|----------|-----------|-------------|------------|---------|---|-----|-----|-----|-----|------|---------|----------------|
| 88090 | 11 | Reading | CR | Core | 1 | 436 | 40 | 26 | | | | 34 | 0.26 | 0.57 |
| 72195 | 12 | Reading | CR | Core | 1 | 436 | 24 | 43 | | | | 33 | 0.43 | 0.64 |
| 71447 | 13 | Reading | MC | Core | 1 | 436 | | 43 | 17 | 7 | | 33 | 0.43 | 0.53 |
| 8212001 | 14 | Reading | CR | Core | 1 | 436 | 19 | 44 | | | | 37 | 0.44 | 0.72 |
| 8211005 | 15 | Reading | CR | Core | 1 | 436 | 51 | 6 | | | | 43 | 0.06 | 0.34 |
| 8212002 | 16 | Reading | CR | Core | 1 | 436 | 46 | 14 | | | | 40 | 0.14 | 0.47 |
| 8211003 | 17 | Reading | CR | Core | 1 | 436 | 41 | 14 | | | | 45 | 0.14 | 0.47 |
| 71448 | 18 | Reading | MC | Core | 1 | 436 | | 14 | 25 | 10 | | 51 | 0.25 | 0.37 |
| 88540 | 19 | Reading | MC | Core | 1 | 436 | | 13 | 20 | 16 | | 51 | 0.20 | 0.37 |
| 88087 | 20 | Reading | MC | Core | 1 | 436 | | 27 | 13 | 7 | | 53 | 0.27 | 0.47 |
| 88103 | 21 | Reading | MC | Core | 1 | 436 | | 24 | 10 | 11 | | 54 | 0.24 | 0.42 |
| 88294 | 22 | Reading | MC | Core | 1 | 436 | | 23 | 17 | 6 | | 53 | 0.17 | 0.35 |
| 8038003 | 23 | Reading | CR | Core | 1 | 436 | 15 | 31 | | | | 54 | 0.31 | 0.56 |
| 8038004 | 24 | Reading | CR | Core | 1 | 436 | 15 | 32 | | | | 53 | 0.32 | 0.57 |
| 8273001 | 1 | Writing | CR | Core | 1 | 436 | 21 | 75 | | | | 3 | 0.75 | 0.35 |
| 8273002 | 2 | Writing | CR | Core | 1 | 436 | 42 | 50 | | | | 8 | 0.50 | 0.48 |
| 8280001 | 3 | Writing | CR | Core | 1 | 436 | 20 | 62 | | | | 18 | 0.62 | 0.30 |
| 8280002 | 4 | Writing | CR | Core | 1 | 436 | 58 | 18 | | | | 23 | 0.18 | 0.39 |
| 8280003 | 5 | Writing | CR | Core | 1 | 436 | 42 | 33 | | | | 25 | 0.33 | 0.47 |
| 88452 | 6 | Writing | CR | Core | 1 | 436 | 5 | 15 | 32 | 43 | | 5 | 0.75 | 0.43 |
| 72295 | 7 | Writing | CR | Core | 1 | 436 | 13 | 32 | 33 | 17 | | 5 | 0.49 | 0.58 |
| 88451 | 8 | Writing | CR | Core | 1 | 436 | 13 | 28 | 36 | 17 | | 5 | 0.54 | 0.58 |
| 88453 | 9 | Writing | CR | Core | 1 | 436 | 32 | 41 | 13 | 8 | | 6 | 0.20 | 0.61 |
| 88454 | 10 | Writing | CR | Core | 1 | 436 | 28 | 36 | 17 | 13 | | 6 | 0.30 | 0.58 |
| 72296 | 11 | Writing | CR | Core | 1 | 436 | 20 | 33 | 30 | 11 | | 6 | 0.41 | 0.64 |
| 88461 | 12 | Writing | CR | Core | 1 | 436 | 27 | 36 | 20 | 10 | | 7 | 0.30 | 0.64 |
| 88456 | 13 | Writing | CR | Core | 1 | 436 | 30 | 37 | 20 | 7 | | 6 | 0.27 | 0.70 |
| 88457 | 14 | Writing | CR | Core | 1 | 436 | 50 | 33 | 8 | 3 | | 7 | 0.11 | 0.59 |
| 88462 | 15 | Writing | CR | Core | 1 | 436 | 58 | 28 | 6 | 2 | | 7 | 0.07 | 0.53 |
| 88455 | 16 | Writing | CR | Core | 1 | 436 | 63 | 21 | 7 | 2 | | 7 | 0.10 | 0.61 |
| 88458 | 17 | Writing | CR | Core | 1 | 436 | 69 | 17 | 5 | 2 | | 7 | 0.07 | 0.59 |
| 88467 | 18 | Writing | CR | Core | 1 | 436 | 43 | 30 | 14 | 7 | | 6 | 0.20 | 0.50 |
| 88464 | 19 | Writing | CR | Core | 1 | 436 | 71 | 16 | 5 | 2 | | 6 | 0.06 | 0.51 |
| 88465 | 20 | Writing | CR | Core | 1 | 436 | 61 | 20 | 10 | 3 | | 6 | 0.13 | 0.55 |
| 72297 | 21 | Writing | CR | Core | 1 | 436 | 70 | 17 | 3 | 3 | | 6 | 0.06 | 0.46 |
| 88466 | 22 | Writing | CR | Core | 1 | 436 | 79 | 10 | 4 | 1 | | 7 | 0.05 | 0.46 |

## Appendix A: Item Difficulty and Discrimination data (Continued)

**Table A2: Grades 1-2: Form B1**

| Item ID | Seq # | Modality | Item Type | Item Status | Max. Point | N-count | 0 | 1/A | 2/B | 3/C | 4/D | Omit | P-Value | Point Biserial |
|---------|-------|----------|-----------|-------------|------------|---------|---|-----|-----|-----|-----|------|---------|----------------|
| 88072 | 1 | Listening | MC | Core | 1 | 104 | | 9 | 89 | | | 2 | 0.89 | 0.55 |
| 88007 | 2 | Listening | MC | Core | 1 | 104 | | 2 | 96 | | | 2 | 0.96 | 0.46 |
| 88002 | 3 | Listening | MC | Core | 1 | 104 | | 6 | 2 | 90 | | 2 | 0.90 | 0.37 |
| 88416 | 4 | Listening | MC | Core | 1 | 104 | | 13 | 1 | 85 | | 2 | 0.85 | 0.27 |
| 88003 | 5 | Listening | MC | Core | 1 | 104 | | 88 | 9 | 1 | | 2 | 0.88 | 0.36 |
| 88004 | 6 | Listening | MC | Core | 1 | 104 | | 94 | 1 | 3 | | 2 | 0.94 | 0.42 |
| 8202001 | 7 | Listening | MC | Core | 1 | 104 | | 12 | 8 | 79 | | 2 | 0.79 | 0.53 |
| 8201001 | 8 | Listening | MC | Core | 1 | 104 | | 54 | 26 | 18 | | 2 | 0.54 | 0.25 |
| 8201002 | 9 | Listening | MC | Core | 1 | 104 | | 28 | 52 | 14 | | 6 | 0.52 | 0.27 |
| 8204001 | 10 | Listening | MC | Core | 1 | 104 | | 16 | 70 | 12 | | 2 | 0.70 | 0.49 |
| 8204002 | 11 | Listening | MC | Core | 1 | 104 | | 26 | 25 | 46 | | 3 | 0.46 | 0.35 |
| 8041001 | 12 | Listening | MC | Core | 1 | 104 | | 16 | 67 | 13 | | 3 | 0.67 | 0.45 |
| 8041002 | 13 | Listening | MC | Core | 1 | 104 | | 63 | 13 | 17 | | 7 | 0.63 | 0.33 |
| 8041003 | 14 | Listening | MC | Core | 1 | 104 | | 52 | 13 | 33 | | 2 | 0.52 | 0.29 |
| 8041004 | 15 | Listening | MC | Core | 1 | 104 | | 21 | 19 | 57 | | 3 | 0.57 | 0.42 |
| 88305 | 1 | Speaking | CR | Core | 1 | 104 | 4 | 92 | | | | 4 | 0.92 | 0.37 |
| 72043 | 2 | Speaking | CR | Core | 1 | 104 | 17 | 77 | | | | 6 | 0.77 | 0.55 |
| 72025 | 3 | Speaking | CR | Core | 1 | 104 | 12 | 88 | | | | 1 | 0.88 | 0.36 |
| 88324 | 4 | Speaking | CR | Core | 1 | 104 | 23 | 66 | | | | 11 | 0.66 | 0.47 |
| 72169 | 5 | Speaking | CR | Core | 1 | 104 | 22 | 75 | | | | 3 | 0.75 | 0.47 |
| 72170 | 6 | Speaking | CR | Core | 1 | 104 | 18 | 74 | | | | 8 | 0.74 | 0.41 |
| 72162 | 7 | Speaking | CR | Core | 1 | 104 | 40 | 50 | | | | 10 | 0.50 | 0.54 |
| 72161 | 8 | Speaking | CR | Core | 1 | 104 | 40 | 53 | | | | 7 | 0.53 | 0.41 |
| 88319 | 9 | Speaking | CR | Core | 1 | 104 | 15 | 78 | | | | 7 | 0.78 | 0.43 |
| 88021 | 10 | Speaking | CR | Core | 2 | 104 | 10 | 51 | 24 | | | 15 | 0.50 | 0.50 |
| 88130 | 11 | Speaking | CR | Core | 4 | 104 | 6 | 38 | 35 | 12 | 4 | 7 | 0.39 | 0.50 |
| 88026 | 1 | Reading | MC | Core | 1 | 104 | | 8 | 3 | 86 | | 4 | 0.86 | 0.19 |
| 71462 | 2 | Reading | MC | Core | 1 | 104 | | 8 | 9 | 84 | | | 0.84 | 0.38 |
| 71461 | 3 | Reading | MC | Core | 1 | 104 | | 3 | 94 | 3 | | | 0.94 | 0.07 |
| 71452 | 4 | Reading | MC | Core | 1 | 104 | | 74 | 14 | 8 | | 4 | 0.74 | 0.09 |
| 88424 | 5 | Reading | MC | Core | 1 | 104 | | 71 | 14 | 13 | | 2 | 0.71 | 0.20 |
| 88042 | 6 | Reading | MC | Core | 1 | 104 | | 79 | 16 | 5 | | | 0.79 | 0.21 |
| 88553 | 7 | Reading | MC | Core | 1 | 104 | | 13 | 33 | 50 | | 4 | 0.50 | 0.48 |
| 88472 | 8 | Reading | MC | Core | 1 | 104 | | 16 | 72 | 11 | | 1 | 0.72 | 0.29 |
| 71471 | 9 | Reading | MC | Core | 1 | 104 | | 38 | 22 | 37 | | 3 | 0.37 | 0.45 |
| 88036 | 10 | Reading | MC | Core | 1 | 104 | | 19 | 59 | 17 | | 5 | 0.59 | 0.26 |
| 88033 | 11 | Reading | MC | Core | 1 | 104 | | 27 | 57 | 14 | | 2 | 0.57 | 0.36 |
| 88039 | 12 | Reading | MC | Core | 1 | 104 | | 25 | 27 | 45 | | 3 | 0.45 | 0.44 |
| 88040 | 13 | Reading | MC | Core | 1 | 104 | | 59 | 24 | 16 | | 1 | 0.59 | 0.23 |
| 8005001 | 14 | Reading | MC | Core | 1 | 104 | | 45 | 23 | 27 | | 5 | 0.45 | 0.13 |
| 8005002 | 15 | Reading | MC | Core | 1 | 104 | | 30 | 43 | 21 | | 6 | 0.43 | 0.28 |
| 72291 | 1 | Writing | CR | Core | 1 | 104 | 9 | 89 | | | | 2 | 0.89 | 0.42 |
| 88327 | 2 | Writing | CR | Core | 1 | 104 | 29 | 67 | | | | 4 | 0.67 | 0.40 |
| 88397 | 3 | Writing | CR | Core | 1 | 104 | 6 | 93 | | | | 1 | 0.93 | 0.27 |

## Appendix A:  Item Difficulty and Discrimination data (Continued)

### Table A2: Grades 1-2: Form B1 (Continued)

| Item ID | Seq # | Modality | Item Type | Item Status | Max. Point | N-count | 0 | 1/A | 2/B | 3/C | 4/D | Omit | P-Value | Point Biserial |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 88044 | 4 | Writing | CR | Core | 1 | 104 | 16 | 80 | | | | 4 | 0.80 | 0.57 |
| 88047 | 5 | Writing | CR | Core | 1 | 104 | 63 | 35 | | | | 3 | 0.35 | 0.51 |
| 88045 | 6 | Writing | CR | Core | 1 | 104 | 31 | 67 | | | | 2 | 0.67 | 0.62 |
| 88046 | 7 | Writing | CR | Core | 1 | 104 | 48 | 47 | | | | 5 | 0.47 | 0.64 |
| 88048 | 8 | Writing | CR | Core | 1 | 104 | 55 | 31 | | | | 14 | 0.31 | 0.46 |
| 88402 | 9 | Writing | CR | Core | 1 | 104 | 47 | 44 | | | | 9 | 0.44 | 0.68 |
| 88331 | 10 | Writing | CR | Core | 1 | 104 | 52 | 40 | | | | 8 | 0.40 | 0.64 |
| 88051 | 11 | Writing | CR | Core | 1 | 104 | 43 | 52 | | | | 5 | 0.52 | 0.59 |
| 72211 | 12 | Writing | CR | Core | 1 | 104 | 26 | 65 | | | | 9 | 0.65 | 0.68 |
| 88053 | 13 | Writing | CR | Core | 1 | 104 | 48 | 46 | | | | 6 | 0.46 | 0.38 |
| 88061 | 14 | Writing | CR | Core | 2 | 104 | 39 | 40 | 13 | | | 8 | 0.33 | 0.61 |

# Appendix A: Item Difficulty and Discrimination data (Continued)

**Table A3:  Grades 1-2:  Form B2**

| Item ID | Seq # | Modality | Item Type | Item Status | Max. Point | N-count | 0 | 1/A | 2/B | 3/C | 4/D | Omit | P-Value | Point Biserial |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 88072 | 1 | Listening | MC | Core | 1 | 760 | | 1 | 97 | 0 | | 1 | 0.97 | 0.30 |
| 88417 | 2 | Listening | MC | Core | 1 | 760 | | 12 | 84 | 1 | | 2 | 0.84 | 0.39 |
| 88001 | 3 | Listening | MC | Core | 1 | 760 | | 97 | 1 | 1 | | 1 | 0.97 | 0.32 |
| 88004 | 4 | Listening | MC | Core | 1 | 760 | | 95 | 2 | 1 | | 2 | 0.95 | 0.28 |
| 88005 | 5 | Listening | MC | Core | 1 | 760 | | 8 | 1 | 89 | | 2 | 0.89 | 0.34 |
| 8202001 | 6 | Listening | MC | Core | 1 | 760 | | 4 | 3 | 90 | | 2 | 0.90 | 0.40 |
| 8202002 | 7 | Listening | MC | Core | 1 | 760 | | 22 | 22 | 52 | | 4 | 0.52 | 0.28 |
| 8201001 | 8 | Listening | MC | Core | 1 | 760 | | 83 | 9 | 6 | | 2 | 0.83 | 0.36 |
| 8201002 | 9 | Listening | MC | Core | 1 | 760 | | 20 | 71 | 6 | | 3 | 0.71 | 0.31 |
| 8206001 | 10 | Listening | MC | Core | 1 | 760 | | 71 | 16 | 11 | | 3 | 0.71 | 0.40 |
| 8206002 | 11 | Listening | MC | Core | 1 | 760 | | 18 | 22 | 56 | | 3 | 0.56 | 0.34 |
| 8239001 | 12 | Listening | MC | Core | 1 | 760 | | 22 | 53 | 22 | | 3 | 0.53 | 0.38 |
| 8239002 | 13 | Listening | MC | Core | 1 | 760 | | 56 | 20 | 20 | | 4 | 0.56 | 0.35 |
| 8239003 | 14 | Listening | MC | Core | 1 | 760 | | 15 | 67 | 15 | | 4 | 0.67 | 0.42 |
| 8205001 | 15 | Listening | MC | Core | 1 | 760 | | 20 | 27 | 49 | | 3 | 0.49 | 0.38 |
| 8205002 | 16 | Listening | MC | Core | 1 | 760 | | 26 | 51 | 18 | | 5 | 0.51 | 0.28 |
| 8001001 | 17 | Listening | MC | Core | 1 | 760 | | 16 | 67 | 14 | | 3 | 0.67 | 0.37 |
| 8001002 | 18 | Listening | MC | Core | 1 | 760 | | 8 | 20 | 67 | | 3 | 0.67 | 0.30 |
| 8001003 | 19 | Listening | MC | Core | 1 | 760 | | 86 | 7 | 3 | | 4 | 0.86 | 0.36 |
| 8001004 | 20 | Listening | MC | Core | 1 | 760 | | 86 | 3 | 5 | | 5 | 0.86 | 0.32 |
| 72025 | 1 | Speaking | CR | Core | 1 | 760 | 3 | 93 | | | | 4 | 0.93 | 0.54 |
| 72179 | 2 | Speaking | CR | Core | 1 | 760 | 7 | 87 | | | | 6 | 0.87 | 0.46 |
| 72044 | 3 | Speaking | CR | Core | 1 | 760 | 21 | 73 | | | | 6 | 0.73 | 0.46 |
| 88016 | 4 | Speaking | CR | Core | 1 | 760 | 3 | 94 | | | | 4 | 0.94 | 0.53 |
| 88324 | 5 | Speaking | CR | Core | 1 | 760 | 6 | 89 | | | | 5 | 0.89 | 0.51 |
| 72170 | 6 | Speaking | CR | Core | 1 | 760 | 6 | 89 | | | | 5 | 0.89 | 0.49 |
| 72041 | 7 | Speaking | CR | Core | 1 | 760 | 9 | 86 | | | | 4 | 0.86 | 0.56 |
| 72061 | 8 | Speaking | CR | Core | 1 | 760 | 29 | 64 | | | | 7 | 0.64 | 0.49 |
| 72033 | 9 | Speaking | CR | Core | 1 | 760 | 23 | 70 | | | | 7 | 0.70 | 0.57 |
| 72050 | 10 | Speaking | CR | Core | 1 | 760 | 14 | 81 | | | | 5 | 0.81 | 0.55 |
| 72165 | 11 | Speaking | CR | Core | 1 | 760 | 26 | 68 | | | | 6 | 0.68 | 0.56 |
| 88400 | 12 | Speaking | CR | Core | 1 | 760 | 15 | 80 | | | | 5 | 0.80 | 0.60 |
| 72171 | 13 | Speaking | CR | Core | 2 | 760 | 19 | 25 | 51 | | | 5 | 0.64 | 0.54 |
| 88022 | 14 | Speaking | CR | Core | 2 | 760 | 7 | 34 | 52 | | | 8 | 0.68 | 0.66 |
| 88326 | 15 | Speaking | CR | Core | 4 | 760 | 4 | 17 | 23 | 28 | 23 | 7 | 0.59 | 0.64 |
| 88424 | 1 | Reading | MC | Core | 1 | 760 | | 93 | 3 | 2 | | 2 | 0.93 | 0.25 |
| 71465 | 2 | Reading | MC | Core | 1 | 760 | | 16 | 67 | 14 | | 3 | 0.67 | 0.48 |
| 88553 | 3 | Reading | MC | Core | 1 | 760 | | 6 | 9 | 83 | | 2 | 0.83 | 0.40 |
| 88314 | 4 | Reading | MC | Core | 1 | 760 | | 13 | 13 | 70 | | 4 | 0.70 | 0.40 |
| 88474 | 5 | Reading | MC | Core | 1 | 760 | | 44 | 15 | 39 | | 3 | 0.44 | 0.32 |
| 88546 | 6 | Reading | MC | Core | 1 | 760 | | 19 | 56 | 22 | | 3 | 0.56 | 0.35 |
| 88542 | 7 | Reading | MC | Core | 1 | 760 | | 19 | 18 | 61 | | 2 | 0.61 | 0.22 |
| 88472 | 8 | Reading | MC | Core | 1 | 760 | | 5 | 89 | 3 | | 2 | 0.89 | 0.26 |
| 88316 | 9 | Reading | MC | Core | 1 | 760 | | 9 | 73 | 16 | | 2 | 0.73 | 0.37 |

# Appendix A:  Item Difficulty and Discrimination data (Continued)

## Table A3:  Grades 1-2: Form B2 (Continued)

| Item ID | Seq # | Modality | Item Type | Item Status | Max. Point | N-count | 0 | 1/A | 2/B | 3/C | 4/D | Omit | P-Value | Point Biserial |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 88040 | 10 | Reading | MC | Core | 1 | 760 | | 84 | 9 | 3 | | 3 | 0.84 | 0.39 |
| 8252001 | 11 | Reading | MC | Core | 1 | 760 | | 26 | 49 | 21 | | 3 | 0.49 | 0.33 |
| 8252002 | 12 | Reading | MC | Core | 1 | 760 | | 69 | 13 | 12 | | 5 | 0.69 | 0.38 |
| 8252003 | 13 | Reading | MC | Core | 1 | 760 | | 80 | 3 | 14 | | 3 | 0.80 | 0.39 |
| 8046003 | 14 | Reading | MC | Core | 1 | 760 | | 22 | 18 | 53 | | 7 | 0.53 | 0.46 |
| 8046004 | 15 | Reading | MC | Core | 1 | 760 | | 16 | 66 | 11 | | 8 | 0.66 | 0.48 |
| 8046005 | 16 | Reading | MC | Core | 1 | 760 | | 20 | 43 | 29 | | 8 | 0.43 | 0.32 |
| 72200 | 17 | Reading | CR | Core | 4 | 760 | 33 | 15 | 19 | 22 | 12 | | 0.41 | 0.59 |
| 88053 | 1 | Writing | CR | Core | 1 | 760 | 34 | 61 | | | | 5 | 0.61 | 0.44 |
| 88332 | 2 | Writing | CR | Core | 1 | 760 | 61 | 36 | | | | 3 | 0.36 | 0.30 |
| 88045 | 3 | Writing | CR | Core | 1 | 760 | 14 | 83 | | | | 3 | 0.83 | 0.44 |
| 88330 | 4 | Writing | CR | Core | 1 | 760 | 38 | 58 | | | | 3 | 0.58 | 0.47 |
| 72213 | 5 | Writing | CR | Core | 1 | 760 | 22 | 75 | | | | 3 | 0.75 | 0.35 |
| 88057 | 6 | Writing | CR | Core | 1 | 760 | 62 | 36 | | | | 2 | 0.36 | 0.58 |
| 72220 | 7 | Writing | CR | Core | 1 | 760 | 36 | 61 | | | | 3 | 0.61 | 0.61 |
| 88402 | 8 | Writing | CR | Core | 1 | 760 | 24 | 73 | | | | 3 | 0.73 | 0.44 |
| 88331 | 9 | Writing | CR | Core | 1 | 760 | 40 | 56 | | | | 5 | 0.56 | 0.53 |
| 72082 | 10 | Writing | CR | Core | 1 | 760 | 58 | 36 | | | | 6 | 0.36 | 0.52 |
| 88055 | 11 | Writing | CR | Core | 2 | 760 | 46 | 30 | 20 | | | 5 | 0.35 | 0.69 |
| 72226 | 12 | Writing | CR | Core | 2 | 760 | 34 | 33 | 29 | | | 4 | 0.45 | 0.70 |
| 88054 | 13 | Writing | CR | Core | 2 | 760 | 36 | 38 | 20 | | | 7 | 0.39 | 0.68 |
| 88063 | 14 | Writing | CR | Core | 4 | 760 | 23 | 31 | 31 | 6 | 1 | 7 | 0.29 | 0.67 |

## Appendix A: Item Difficulty and Discrimination data (Continued)

**Table A4: Grades 3-5: Form C1**

| Item ID | Seq # | Modality | Item Type | Item Status | Max. Point | N-count | 0 | 1/A | 2/B | 3/C | 4/D | Omit | P-Value | Point Biserial |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 88070 | 1 | Listening | MC | Core | 1 | 14 | | 7 | 7 | 86 | | | 0.86 | 0.44 |
| 88146 | 2 | Listening | MC | Core | 1 | 14 | | | | | 100 | | 1.00 | 0.00 |
| 88159 | 3 | Listening | MC | Core | 1 | 14 | | 14 | 86 | | | | 0.86 | 0.12 |
| 88416 | 4 | Listening | MC | Core | 1 | 14 | | | | | 100 | | 1.00 | 0.00 |
| 88005 | 5 | Listening | MC | Core | 1 | 14 | | 7 | 7 | 86 | | | 0.86 | 0.44 |
| 8215001 | 6 | Listening | MC | Core | 1 | 14 | | 14 | | 21 | 64 | | 0.64 | 0.33 |
| 8215002 | 7 | Listening | MC | Core | 1 | 14 | | 71 | | 7 | 21 | | 0.71 | 0.69 |
| 8207002 | 8 | Listening | MC | Core | 1 | 14 | | 14 | 7 | 71 | 7 | | 0.71 | 0.69 |
| 8207003 | 9 | Listening | MC | Core | 1 | 14 | | 14 | 21 | 7 | 50 | | 0.50 | 0.63 |
| 8210002 | 10 | Listening | MC | Core | 1 | 14 | | 14 | 64 | 7 | 14 | | 0.64 | 0.29 |
| 8210001 | 11 | Listening | MC | Core | 1 | 14 | | 86 | | 14 | | | 0.86 | 0.50 |
| 8206001 | 12 | Listening | MC | Core | 1 | 14 | | 79 | 7 | 14 | | | 0.79 | 0.37 |
| 8206002 | 13 | Listening | MC | Core | 1 | 14 | | 7 | 36 | 57 | | | 0.57 | 0.58 |
| 8041001 | 14 | Listening | MC | Core | 1 | 14 | | 7 | 86 | 7 | | | 0.86 | 0.28 |
| 8041002 | 15 | Listening | MC | Core | 1 | 14 | | 57 | 7 | 36 | | | 0.57 | 0.79 |
| 8041004 | 16 | Listening | MC | Core | 1 | 14 | | 7 | | 93 | | | 0.93 | 0.32 |
| 8010001 | 17 | Listening | MC | Core | 1 | 14 | | 50 | | 14 | 36 | | 0.50 | 0.27 |
| 8010002 | 18 | Listening | MC | Core | 1 | 14 | | 71 | 14 | 14 | | | 0.71 | 0.69 |
| 8010003 | 19 | Listening | MC | Core | 1 | 14 | | 21 | 36 | 7 | 36 | | 0.36 | 0.22 |
| 8010004 | 20 | Listening | MC | Core | 1 | 14 | | 14 | 21 | 64 | | | 0.64 | 0.25 |
| 88340 | 1 | Speaking | CR | Core | 1 | 14 | 7 | 93 | | | | | 0.93 | 0.40 |
| 72179 | 2 | Speaking | CR | Core | 1 | 14 | 29 | 43 | | | | 29 | 0.43 | 0.24 |
| 88157 | 3 | Speaking | CR | Core | 1 | 14 | 21 | 79 | | | | | 0.79 | 0.64 |
| 88428 | 4 | Speaking | CR | Core | 1 | 14 | 29 | 71 | | | | | 0.71 | 0.38 |
| 88343 | 5 | Speaking | CR | Core | 1 | 14 | 43 | 50 | | | | 7 | 0.50 | 0.73 |
| 88018 | 6 | Speaking | CR | Core | 1 | 14 | 36 | 64 | | | | | 0.64 | 0.92 |
| 88344 | 7 | Speaking | CR | Core | 1 | 14 | 29 | 71 | | | | | 0.71 | 0.52 |
| 72058 | 8 | Speaking | CR | Core | 1 | 14 | 21 | 71 | | | | 7 | 0.71 | 0.61 |
| 72063 | 9 | Speaking | CR | Core | 1 | 14 | 29 | 64 | | | | 7 | 0.64 | 0.92 |
| 72194 | 10 | Speaking | CR | Core | 1 | 14 | 14 | 79 | | | | 7 | 0.79 | 0.64 |
| 72061 | 11 | Speaking | CR | Core | 1 | 14 | 43 | 43 | | | | 14 | 0.43 | 0.63 |
| 72057 | 12 | Speaking | CR | Core | 1 | 14 | 43 | 50 | | | | 7 | 0.50 | 0.78 |
| 72055 | 13 | Speaking | CR | Core | 1 | 14 | 36 | 57 | | | | 7 | 0.57 | 0.87 |
| 88400 | 14 | Speaking | CR | Core | 1 | 14 | 21 | 71 | | | | 7 | 0.71 | 0.76 |
| 88143 | 15 | Speaking | CR | Core | 2 | 14 | 21 | 50 | 14 | | | 14 | 0.39 | 0.62 |
| 88148 | 16 | Speaking | CR | Core | 4 | 14 | 14 | 43 | 14 | 7 | 14 | 7 | 0.38 | 0.68 |
| 71465 | 1 | Reading | MC | Core | 1 | 14 | | 14 | 64 | 21 | | | 0.64 | 0.51 |
| 88554 | 2 | Reading | MC | Core | 1 | 14 | | 100 | | | | | 1.00 | 0.00 |
| 88168 | 3 | Reading | MC | Core | 1 | 14 | | 57 | 14 | 7 | 21 | | 0.57 | 0.62 |
| 88542 | 4 | Reading | MC | Core | 1 | 14 | | 14 | 21 | 64 | | | 0.64 | 0.80 |
| 88567 | 5 | Reading | MC | Core | 1 | 14 | | 7 | 7 | 50 | 29 | | 0.50 | 0.29 |
| 88174 | 6 | Reading | MC | Core | 1 | 14 | | 79 | 14 | | | 7 | 0.79 | 0.69 |
| 88175 | 7 | Reading | MC | Core | 1 | 14 | | 7 | 50 | 14 | 29 | | 0.29 | 0.57 |
| 88314 | 8 | Reading | MC | Core | 1 | 14 | | 14 | 21 | 64 | | | 0.64 | 0.07 |

## Appendix A:  Item Difficulty and Discrimination data (Continued)

### Table A4:  Grades 3-5: Form C1 (Continued)

| Item ID | Seq # | Modality | Item Type | Item Status | Max. Point | N-count | 0 | 1/A | 2/B | 3/C | 4/D | Omit | P-Value | Point Biserial |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 88189 | 9 | Reading | MC | Core | 1 | 14 | | 29 | 21 | 21 | 29 | | 0.21 | 0.48 |
| 88566 | 10 | Reading | MC | Core | 1 | 14 | | 7 | | 36 | 57 | | 0.57 | -0.03 |
| 8050001 | 11 | Reading | MC | Core | 1 | 14 | | 21 | 64 | 7 | 7 | | 0.64 | 0.63 |
| 8050002 | 12 | Reading | MC | Core | 1 | 14 | | 7 | 14 | 57 | 21 | | 0.57 | 0.66 |
| 8050004 | 13 | Reading | MC | Core | 1 | 14 | | 21 | | 14 | 64 | | 0.64 | 0.59 |
| 8052001 | 14 | Reading | MC | Core | 1 | 14 | | 57 | 14 | | 21 | 7 | 0.21 | 0.18 |
| 8052002 | 15 | Reading | MC | Core | 1 | 14 | | 7 | 14 | 36 | 36 | 7 | 0.36 | 0.46 |
| 8052003 | 16 | Reading | MC | Core | 1 | 14 | | 57 | 21 | | 14 | 7 | 0.57 | 0.39 |
| 72209 | 17 | Reading | CR | Core | 4 | 14 | 57 | 29 | 14 | | | | 0.14 | 0.59 |
| 88164 | 1 | Writing | CR | Core | 1 | 14 | 36 | 64 | | | | | 0.64 | 0.46 |
| 88328 | 2 | Writing | CR | Core | 1 | 14 | 7 | 93 | | | | | 0.93 | -0.18 |
| 72221 | 3 | Writing | CR | Core | 1 | 14 | 14 | 86 | | | | | 0.86 | 0.31 |
| 88057 | 4 | Writing | CR | Core | 1 | 14 | 50 | 50 | | | | | 0.50 | 0.39 |
| 88167 | 5 | Writing | MC | Core | 1 | 14 | | 14 | 50 | 14 | 21 | | 0.50 | 0.35 |
| 88190 | 6 | Writing | MC | Core | 1 | 14 | | | | 29 | 64 | | 0.64 | 0.15 |
| 88398 | 7 | Writing | MC | Core | 1 | 14 | | 29 | 14 | 29 | 29 | | 0.29 | -0.34 |
| 88359 | 8 | Writing | MC | Core | 1 | 14 | | 50 | 21 | 7 | 21 | | 0.50 | 0.14 |
| 88480 | 9 | Writing | MC | Core | 1 | 14 | | 14 | 36 | 43 | 7 | | 0.43 | 0.17 |
| 88183 | 10 | Writing | MC | Core | 1 | 14 | | 7 | 43 | 7 | 36 | | 0.43 | 0.21 |
| 88349 | 11 | Writing | CR | Core | 1 | 14 | 57 | 36 | | | | 7 | 0.36 | 0.48 |
| 72220 | 12 | Writing | CR | Core | 1 | 14 | 29 | 71 | | | | | 0.71 | 0.63 |
| 72087 | 13 | Writing | CR | Core | 2 | 14 | 36 | 43 | 21 | | | | 0.43 | 0.48 |
| 8015001 | 14 | Writing | CR | Core | 2 | 14 | 21 | 57 | 14 | | | 7 | 0.43 | 0.49 |
| 88355 | 15 | Writing | CR | Core | 4 | 14 | 21 | 14 | 36 | 7 | | 21 | 0.27 | 0.74 |

## Appendix A:  Item Difficulty and Discrimination data (Continued)

**Table A5:  Grades 3-5: Form C2**

| Item ID | Seq # | Modality | Item Type | Item Status | Max. Point | N-count | 0 | 1/A | 2/B | 3/C | 4/D | Omit | P-Value | Point Biserial |
|---------|-------|----------|-----------|-------------|------------|---------|---|-----|-----|-----|-----|------|---------|----------------|
| 88005 | 1 | Listening | MC | Core | 1 | 979 | | 6 | 4 | 88 | | 1 | 0.88 | 0.32 |
| 88408 | 2 | Listening | MC | Core | 1 | 979 | | 2 | 14 | 15 | 68 | 1 | 0.68 | 0.26 |
| 88158 | 3 | Listening | MC | Core | 1 | 979 | | 16 | 10 | 63 | 10 | 1 | 0.63 | 0.36 |
| 88205 | 4 | Listening | MC | Core | 1 | 979 | | 83 | 6 | 6 | 4 | 1 | 0.83 | 0.43 |
| 8215001 | 5 | Listening | MC | Core | 1 | 979 | | 3 | 3 | 2 | 90 | 1 | 0.90 | 0.37 |
| 8215002 | 6 | Listening | MC | Core | 1 | 979 | | 88 | 3 | 2 | 5 | 1 | 0.88 | 0.38 |
| 88139 | 7 | Listening | MC | Core | 1 | 979 | | 6 | 79 | 4 | 11 | 1 | 0.79 | 0.35 |
| 8206001 | 8 | Listening | MC | Core | 1 | 979 | | 87 | 5 | 7 | | 1 | 0.87 | 0.43 |
| 8206002 | 9 | Listening | MC | Core | 1 | 979 | | 13 | 14 | 72 | | 1 | 0.72 | 0.36 |
| 8250001 | 10 | Listening | MC | Core | 1 | 979 | | 17 | 65 | 11 | 5 | 1 | 0.65 | 0.25 |
| 8250003 | 11 | Listening | MC | Core | 1 | 979 | | 23 | 9 | 8 | 57 | 1 | 0.57 | 0.31 |
| 8250004 | 12 | Listening | MC | Core | 1 | 979 | | 12 | 14 | 7 | 65 | 1 | 0.65 | 0.30 |
| 8242001 | 13 | Listening | MC | Core | 1 | 979 | | 83 | 6 | 10 | | 1 | 0.83 | 0.52 |
| 8242002 | 14 | Listening | MC | Core | 1 | 979 | | 5 | 8 | 85 | | 2 | 0.85 | 0.45 |
| 8249001 | 15 | Listening | MC | Core | 1 | 979 | | 4 | 4 | 70 | 20 | 1 | 0.70 | 0.38 |
| 8249002 | 16 | Listening | MC | Core | 1 | 979 | | 77 | 13 | 3 | 4 | 1 | 0.77 | 0.49 |
| 8249003 | 17 | Listening | MC | Core | 1 | 979 | | 22 | 13 | 11 | 52 | 2 | 0.52 | 0.29 |
| 8010001 | 18 | Listening | MC | Core | 1 | 979 | | 76 | 3 | 3 | 17 | 1 | 0.76 | 0.29 |
| 8010002 | 19 | Listening | MC | Core | 1 | 979 | | 93 | 2 | 2 | 1 | 1 | 0.93 | 0.44 |
| 8010003 | 20 | Listening | MC | Core | 1 | 979 | | 11 | 45 | 7 | 36 | 1 | 0.45 | 0.13 |
| 8010004 | 21 | Listening | MC | Core | 1 | 979 | | 1 | 8 | 86 | 3 | 1 | 0.86 | 0.38 |
| 8048001 | 22 | Listening | MC | Core | 1 | 979 | | 8 | 40 | 8 | 42 | 2 | 0.40 | 0.20 |
| 8048002 | 23 | Listening | MC | Core | 1 | 979 | | 8 | 10 | 57 | 23 | 1 | 0.57 | 0.41 |
| 8048003 | 24 | Listening | MC | Core | 1 | 979 | | 65 | 9 | 17 | 8 | 1 | 0.65 | 0.29 |
| 8048004 | 25 | Listening | MC | Core | 1 | 979 | | 3 | 9 | 74 | 12 | 2 | 0.74 | 0.30 |
| 72179 | 1 | Speaking | CR | Core | 1 | 979 | 2 | 94 | | | | 3 | 0.94 | 0.47 |
| 72103 | 2 | Speaking | CR | Core | 1 | 979 | 3 | 94 | | | | 4 | 0.94 | 0.50 |
| 72189 | 3 | Speaking | CR | Core | 1 | 979 | 10 | 83 | | | | 7 | 0.83 | 0.44 |
| 88345 | 4 | Speaking | CR | Core | 1 | 979 | 3 | 93 | | | | 3 | 0.93 | 0.51 |
| 72067 | 5 | Speaking | CR | Core | 1 | 979 | 34 | 44 | | | | 21 | 0.44 | 0.40 |
| 72069 | 6 | Speaking | CR | Core | 1 | 979 | 7 | 89 | | | | 4 | 0.89 | 0.48 |
| 72066 | 7 | Speaking | CR | Core | 1 | 979 | 19 | 71 | | | | 10 | 0.71 | 0.46 |
| 72062 | 8 | Speaking | CR | Core | 1 | 979 | 18 | 78 | | | | 4 | 0.78 | 0.52 |
| 72057 | 9 | Speaking | CR | Core | 1 | 979 | 10 | 87 | | | | 4 | 0.87 | 0.57 |
| 72035 | 10 | Speaking | CR | Core | 1 | 979 | 9 | 88 | | | | 3 | 0.88 | 0.55 |
| 72036 | 11 | Speaking | CR | Core | 1 | 979 | 9 | 87 | | | | 4 | 0.87 | 0.51 |
| 72186 | 12 | Speaking | CR | Core | 1 | 979 | 9 | 87 | | | | 4 | 0.87 | 0.54 |
| 88400 | 13 | Speaking | CR | Core | 1 | 979 | 5 | 92 | | | | 3 | 0.92 | 0.58 |
| 72072 | 14 | Speaking | CR | Core | 2 | 979 | 6 | 41 | 49 | | | 4 | 0.70 | 0.58 |
| 72075 | 15 | Speaking | CR | Core | 2 | 979 | 16 | 47 | 26 | | | 10 | 0.50 | 0.54 |
| 88148 | 16 | Speaking | CR | Core | 4 | 979 | 2 | 12 | 19 | 26 | 35 | 5 | 0.67 | 0.65 |
| 88429 | 17 | Speaking | CR | Core | 4 | 979 | 1 | 7 | 17 | 28 | 44 | 3 | 0.75 | 0.72 |
| 71465 | 1 | Reading | MC | Core | 1 | 979 | | 3 | 93 | 3 | | 0 | 0.93 | 0.25 |
| 88314 | 2 | Reading | MC | Core | 1 | 979 | | 8 | 5 | 85 | | 1 | 0.85 | 0.24 |

# Appendix A:  Item Difficulty and Discrimination data (Continued)

## Table A5:  Grades 3-5: Form C2 (Continued)

| Item ID | Seq # | Modality | Item Type | Item Status | Max. Point | N-count | 0 | 1/A | 2/B | 3/C | 4/D | Omit | P-Value | Point Biserial |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 88542 | 3 | Reading | MC | Core | 1 | 979 | | 12 | 8 | 79 | | 1 | 0.79 | 0.26 |
| 88489 | 4 | Reading | MC | Core | 1 | 979 | | 17 | 70 | 4 | 8 | 1 | 0.70 | 0.43 |
| 88571 | 5 | Reading | MC | Core | 1 | 979 | | 7 | 11 | 9 | 71 | 1 | 0.71 | 0.51 |
| 88572 | 6 | Reading | MC | Core | 1 | 979 | | 15 | 6 | 66 | 12 | 1 | 0.66 | 0.47 |
| 88570 | 7 | Reading | MC | Core | 1 | 979 | | 12 | 68 | 10 | 8 | 1 | 0.68 | 0.33 |
| 88565 | 8 | Reading | MC | Core | 1 | 979 | | 6 | 11 | 75 | 7 | 1 | 0.75 | 0.39 |
| 88569 | 9 | Reading | MC | Core | 1 | 979 | | 16 | 27 | 38 | 17 | 2 | 0.38 | 0.28 |
| 88235 | 10 | Reading | MC | Core | 1 | 979 | | 10 | 17 | 13 | 57 | 1 | 0.57 | 0.39 |
| 8006002 | 11 | Reading | MC | Core | 1 | 979 | | 5 | 5 | 88 | | 1 | 0.88 | 0.39 |
| 8006003 | 12 | Reading | MC | Core | 1 | 979 | | 67 | 19 | 12 | | 2 | 0.67 | 0.45 |
| 8006005 | 13 | Reading | MC | Core | 1 | 979 | | 19 | 14 | 64 | | 2 | 0.64 | 0.34 |
| 8254001 | 14 | Reading | MC | Core | 1 | 979 | | 11 | 7 | 7 | 73 | 2 | 0.73 | 0.41 |
| 8254002 | 15 | Reading | MC | | 1 | 979 | | 9 | 54 | 29 | 6 | 2 | 0.54 | 0.30 |
| 8254003 | 16 | Reading | MC | | 1 | 979 | | 65 | 19 | 4 | 11 | 2 | 0.65 | 0.40 |
| 8254005 | 17 | Reading | MC | | 1 | 979 | | 21 | 9 | 54 | 14 | 2 | 0.54 | 0.38 |
| 8255001 | 18 | Reading | MC | | 1 | 979 | | 68 | 12 | 8 | 9 | 2 | 0.68 | 0.43 |
| 8255002 | 19 | Reading | MC | | 1 | 979 | | 15 | 46 | 25 | 11 | 2 | 0.46 | 0.37 |
| 8255003 | 20 | Reading | MC | | 1 | 979 | | 14 | 40 | 30 | 15 | 2 | 0.40 | 0.36 |
| 8255004 | 21 | Reading | MC | | 1 | 979 | | 13 | 25 | 45 | 15 | 2 | 0.45 | 0.34 |
| 72206 | 22 | Reading | CR | | 4 | 979 | 25 | 17 | 23 | 23 | 12 | | 0.45 | 0.47 |
| 88057 | 1 | Writing | CR | | 1 | 979 | 13 | 86 | | | | 1 | 0.86 | 0.46 |
| 72261 | 2 | Writing | CR | | 1 | 979 | 17 | 83 | | | | 1 | 0.83 | 0.44 |
| 88352 | 3 | Writing | MC | | 1 | 979 | | 72 | 15 | 7 | 5 | 1 | 0.72 | 0.34 |
| 88173 | 4 | Writing | MC | | 1 | 979 | | 8 | 6 | 3 | 82 | 1 | 0.82 | 0.45 |
| 88188 | 5 | Writing | MC | | 1 | 979 | | 4 | 9 | 77 | 9 | 2 | 0.77 | 0.40 |
| 88184 | 6 | Writing | MC | | 1 | 979 | | 8 | 80 | 5 | 5 | 2 | 0.80 | 0.49 |
| 88354 | 7 | Writing | MC | | 1 | 979 | | 15 | 71 | 3 | 9 | 2 | 0.71 | 0.44 |
| 88483 | 8 | Writing | MC | | 1 | 979 | | 72 | 11 | 8 | 6 | 2 | 0.72 | 0.41 |
| 88478 | 9 | Writing | MC | | 1 | 979 | | 23 | 36 | 17 | 21 | 3 | 0.36 | 0.23 |
| 72220 | 10 | Writing | CR | | 1 | 979 | 8 | 91 | | | | 1 | 0.91 | 0.42 |
| 88349 | 11 | Writing | CR | | 1 | 979 | 23 | 75 | | | | 2 | 0.75 | 0.51 |
| 72086 | 12 | Writing | CR | | 2 | 979 | 14 | 28 | 56 | | | 1 | 0.70 | 0.58 |
| 72233 | 13 | Writing | CR | | 2 | 979 | 56 | 30 | 12 | | | 2 | 0.27 | 0.37 |
| 72228 | 14 | Writing | CR | | 2 | 979 | 29 | 43 | 24 | | | 3 | 0.46 | 0.49 |
| 88179 | 15 | Writing | CR | | 4 | 979 | 6 | 17 | 45 | 21 | 7 | 3 | 0.50 | 0.63 |
| 88180 | 16 | Writing | CR | | 4 | 979 | 14 | 31 | 34 | 8 | 2 | 11 | 0.33 | 0.55 |

## Appendix A: Item Difficulty and Discrimination data (Continued)

**Table A6: Grades 6-8: Form D1**

| Item ID | Seq # | Modality | Item Type | Item Status | Max. Point | N-count | 0 | 1/A | 2/B | 3/C | 4/D | Omit | P-Value | Point Biserial |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 88200 | 1 | Listening | MC | Core | 1 | 15 | | 93 | | 7 | | | 0.93 | 0.37 |
| 88241 | 2 | Listening | MC | Core | 1 | 15 | | | | 100 | | | 1.00 | 0.00 |
| 88408 | 3 | Listening | MC | Core | 1 | 15 | | 7 | 20 | 20 | 53 | | 0.53 | 0.63 |
| 88205 | 4 | Listening | MC | Core | 1 | 15 | | 53 | 27 | 13 | 7 | | 0.53 | 0.79 |
| 8214001 | 5 | Listening | MC | Core | 1 | 15 | | 33 | 53 | 13 | | | 0.53 | 0.76 |
| 8222001 | 6 | Listening | MC | Core | 1 | 15 | | 7 | 73 | 20 | | | 0.73 | 0.24 |
| 8250001 | 7 | Listening | MC | Core | 1 | 15 | | 13 | 53 | 20 | 13 | | 0.53 | 0.48 |
| 8250003 | 8 | Listening | MC | Core | 1 | 15 | | 20 | | 13 | 60 | 7 | 0.60 | 0.44 |
| 8221001 | 9 | Listening | MC | Core | 1 | 15 | | 20 | 73 | | 7 | | 0.73 | 0.01 |
| 8221002 | 10 | Listening | MC | Core | 1 | 15 | | 13 | | 40 | 47 | | 0.47 | 0.53 |
| 8022004 | 11 | Listening | MC | Core | 1 | 15 | | 13 | 13 | | 73 | | 0.73 | 0.71 |
| 8022002 | 12 | Listening | MC | Core | 1 | 15 | | 27 | 7 | 60 | 7 | | 0.60 | 0.69 |
| 8022003 | 13 | Listening | MC | Core | 1 | 15 | | 80 | 20 | | | | 0.80 | 0.63 |
| 8022001 | 14 | Listening | MC | Core | 1 | 15 | | 7 | 87 | 7 | | | 0.87 | 0.61 |
| 8020002 | 15 | Listening | MC | Core | 1 | 15 | | | 60 | 33 | 7 | | 0.60 | 0.53 |
| 8020003 | 16 | Listening | MC | Core | 1 | 15 | | 7 | 13 | 7 | 73 | | 0.73 | 0.24 |
| 8020004 | 17 | Listening | MC | Core | 1 | 15 | | 13 | 13 | 27 | 47 | | 0.47 | 0.29 |
| 8249001 | 18 | Listening | MC | Core | 1 | 15 | | 13 | 7 | 80 | | | 0.80 | 0.52 |
| 8249002 | 19 | Listening | MC | Core | 1 | 15 | | 80 | 7 | 7 | 7 | | 0.80 | 0.22 |
| 8249003 | 20 | Listening | MC | Core | 1 | 15 | | 27 | 7 | 7 | 60 | | 0.60 | 0.82 |
| 88363 | 1 | Speaking | CR | Core | 1 | 15 | 20 | 67 | | | | 13 | 0.67 | 0.65 |
| 88428 | 2 | Speaking | CR | Core | 1 | 15 | 27 | 73 | | | | | 0.73 | 0.41 |
| 72189 | 3 | Speaking | CR | Core | 1 | 15 | 33 | 47 | | | | 20 | 0.47 | 0.51 |
| 88191 | 4 | Speaking | CR | Core | 1 | 15 | 7 | 93 | | | | | 0.93 | 0.25 |
| 72097 | 5 | Speaking | CR | Core | 1 | 15 | 33 | 60 | | | | 7 | 0.60 | 0.53 |
| 72099 | 6 | Speaking | CR | Core | 1 | 15 | 20 | 73 | | | | 7 | 0.73 | 0.52 |
| 88194 | 7 | Speaking | CR | Core | 1 | 15 | 7 | 93 | | | | | 0.93 | 0.25 |
| 88211 | 8 | Speaking | CR | Core | 1 | 15 | 20 | 60 | | | | 20 | 0.60 | 0.73 |
| 88362 | 9 | Speaking | CR | Core | 1 | 15 | 53 | 47 | | | | | 0.47 | 0.79 |
| 72098 | 10 | Speaking | CR | Core | 1 | 15 | 13 | 53 | | | | 33 | 0.53 | 0.78 |
| 72069 | 11 | Speaking | CR | Core | 1 | 15 | 47 | 47 | | | | 7 | 0.47 | 0.74 |
| 72057 | 12 | Speaking | CR | Core | 1 | 15 | 40 | 40 | | | | 20 | 0.40 | 0.82 |
| 88347 | 13 | Speaking | CR | Core | 2 | 15 | 20 | 13 | 53 | | | 13 | 0.60 | 0.63 |
| 72075 | 14 | Speaking | CR | Core | 2 | 15 | 27 | 33 | 7 | | | 33 | 0.23 | 0.77 |
| 88192 | 15 | Speaking | CR | Core | 4 | 15 | 33 | 7 | 20 | 7 | 13 | 20 | 0.30 | 0.74 |
| 88217 | 1 | Reading | MC | Core | 1 | 15 | | | 93 | 7 | | | 0.93 | 0.27 |
| 88220 | 2 | Reading | MC | Core | 1 | 15 | | 7 | 7 | | 87 | | 0.87 | 0.51 |
| 88489 | 3 | Reading | MC | Core | 1 | 15 | | 27 | 47 | 20 | 7 | | 0.47 | 0.82 |
| 88219 | 4 | Reading | MC | Core | 1 | 15 | | 93 | 7 | | | | 0.93 | 0.01 |
| 88226 | 5 | Reading | MC | Core | 1 | 15 | | | | 93 | 7 | | 0.93 | 0.20 |
| 88572 | 6 | Reading | MC | Core | 1 | 15 | | 7 | 7 | 67 | 20 | | 0.67 | 0.55 |
| 88490 | 7 | Reading | MC | Core | 1 | 15 | | 27 | 7 | 13 | 53 | | 0.53 | 0.70 |
| 88235 | 8 | Reading | MC | Core | 1 | 15 | | 27 | 7 | 7 | 60 | | 0.60 | 0.20 |
| 88569 | 9 | Reading | MC | Core | 1 | 15 | | 13 | 20 | 60 | 7 | | 0.60 | 0.45 |

# Appendix A: Item Difficulty and Discrimination data (Continued)

## Table A6: Grades 6-8: Form D1 (Continued)

| Item ID | Seq # | Modality | Item Type | Item Status | Max. Point | N-count | 0 | 1/A | 2/B | 3/C | 4/D | Omit | P-Value | Point Biserial |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 8057001 | 10 | Reading | MC | Core | 1 | 15 | | 20 | 67 | 7 | 7 | | 0.67 | 0.14 |
| 8057002 | 11 | Reading | MC | Core | 1 | 15 | | 33 | 7 | 60 | | | 0.60 | 0.52 |
| 8057003 | 12 | Reading | MC | Core | 1 | 15 | | 33 | 20 | 7 | 40 | | 0.33 | 0.15 |
| 8058001 | 13 | Reading | MC | Core | 1 | 15 | | 7 | 27 | 7 | 60 | | 0.60 | 0.27 |
| 8058002 | 14 | Reading | MC | Core | 1 | 15 | | 13 | 7 | 73 | 7 | | 0.73 | 0.39 |
| 8058003 | 15 | Reading | MC | Core | 1 | 15 | | 40 | 27 | 33 | | | 0.40 | 0.34 |
| 8058005 | 16 | Reading | MC | Core | 1 | 15 | | 20 | 27 | 13 | 40 | | 0.40 | 0.34 |
| 72251 | 17 | Reading | CR | Core | 4 | 15 | 67 | 7 | 7 | 20 | | | 0.20 | 0.57 |
| 88224 | 1 | Writing | CR | Core | 1 | 15 | 13 | 80 | | | | 7 | 0.80 | 0.18 |
| 88223 | 2 | Writing | CR | Core | 1 | 15 | 20 | 73 | | | | 7 | 0.73 | 0.57 |
| 88438 | 3 | Writing | MC | Core | 1 | 15 | | 7 | 27 | 67 | | | 0.67 | 0.85 |
| 88373 | 4 | Writing | MC | Core | 1 | 15 | | 80 | 20 | | | | 0.80 | 0.50 |
| 88221 | 5 | Writing | MC | Core | 1 | 15 | | 33 | 60 | 7 | | | 0.60 | 0.65 |
| 88228 | 6 | Writing | MC | Core | 1 | 15 | | 80 | 7 | | 13 | | 0.80 | 0.22 |
| 88230 | 7 | Writing | MC | Core | 1 | 15 | | 67 | 20 | 7 | 7 | | 0.67 | 0.51 |
| 88516 | 8 | Writing | MC | Core | 1 | 15 | | 7 | 20 | 20 | 53 | | 0.53 | 0.22 |
| 88517 | 9 | Writing | MC | Core | 1 | 15 | | 7 | 7 | 87 | | | 0.87 | 0.12 |
| 88188 | 10 | Writing | MC | Core | 1 | 15 | | 13 | 33 | 13 | 40 | | 0.13 | 0.22 |
| 88528 | 11 | Writing | MC | Core | 1 | 15 | | 27 | 20 | 47 | 7 | | 0.47 | 0.57 |
| 88349 | 12 | Writing | CR | Core | 1 | 15 | 13 | 80 | | | | 7 | 0.80 | 0.67 |
| 72226 | 13 | Writing | CR | Core | 2 | 15 | 7 | 40 | 47 | | | 7 | 0.67 | 0.28 |
| 88215 | 14 | Writing | CR | Core | 2 | 15 | 27 | 53 | 20 | | | | 0.47 | 0.64 |
| 88216 | 15 | Writing | CR | Core | 4 | 15 | 7 | 33 | 20 | 27 | | 13 | 0.38 | 0.76 |

## Appendix A:  Item Difficulty and Discrimination data (Continued)

**Table A7:  Grades 6-8:  Form D2**

| Item ID | Seq # | Modality | Item Type | Item Status | Max. Point | N-count | 0 | 1/A | 2/B | 3/C | 4/D | Omit | P-Value | Point Biserial |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 88207 | 1 | Listening | MC | Core | 1 | 800 | | 20 | 55 | 17 | 8 | 1 | 0.55 | 0.26 |
| 88251 | 2 | Listening | MC | Core | 1 | 800 | | 9 | 17 | 62 | 11 | 1 | 0.62 | 0.33 |
| 88408 | 3 | Listening | MC | Core | 1 | 800 | | 5 | 6 | 17 | 71 | 1 | 0.71 | 0.37 |
| 88202 | 4 | Listening | MC | Core | 1 | 800 | | 84 | 6 | 6 | 4 | 1 | 0.84 | 0.34 |
| 88203 | 5 | Listening | MC | Core | 1 | 800 | | 7 | 13 | 73 | 6 | 1 | 0.73 | 0.37 |
| 88399 | 6 | Listening | MC | Core | 1 | 800 | | 92 | 3 | 3 | 1 | 1 | 0.92 | 0.38 |
| 8250001 | 7 | Listening | MC | Core | 1 | 800 | | 15 | 74 | 8 | 2 | 1 | 0.74 | 0.30 |
| 8250003 | 8 | Listening | MC | Core | 1 | 800 | | 16 | 9 | 3 | 72 | 1 | 0.72 | 0.33 |
| 8248001 | 9 | Listening | MC | Core | 1 | 800 | | 2 | 4 | 7 | 86 | 1 | 0.86 | 0.45 |
| 8248002 | 10 | Listening | MC | Core | 1 | 800 | | 10 | 12 | 60 | 16 | 1 | 0.60 | 0.34 |
| 8248003 | 11 | Listening | MC | Core | 1 | 800 | | 15 | 73 | 6 | 5 | 1 | 0.73 | 0.32 |
| 8223001 | 12 | Listening | MC | Core | 1 | 800 | | 9 | 71 | 16 | 3 | 1 | 0.71 | 0.42 |
| 8259002 | 13 | Listening | MC | Core | 1 | 800 | | 26 | 10 | 13 | 50 | 1 | 0.50 | 0.37 |
| 8259003 | 14 | Listening | MC | Core | 1 | 800 | | 13 | 51 | 25 | 10 | 1 | 0.51 | 0.38 |
| 8259004 | 15 | Listening | MC | Core | 1 | 800 | | 24 | 15 | 56 | 4 | 1 | 0.56 | 0.35 |
| 8022003 | 16 | Listening | MC | Core | 1 | 800 | | 85 | 6 | 5 | 3 | 1 | 0.85 | 0.44 |
| 8022001 | 17 | Listening | MC | Core | 1 | 800 | | 5 | 89 | 4 | 2 | 1 | 0.89 | 0.43 |
| 8055001 | 18 | Listening | MC | Core | 1 | 800 | | 12 | 72 | 5 | 10 | 1 | 0.72 | 0.30 |
| 8055002 | 19 | Listening | MC | Core | 1 | 800 | | 82 | 7 | 4 | 6 | 1 | 0.82 | 0.45 |
| 8055003 | 20 | Listening | MC | Core | 1 | 800 | | 3 | 6 | 80 | 10 | 1 | 0.80 | 0.44 |
| 8055004 | 21 | Listening | MC | Core | 1 | 800 | | 2 | 2 | 4 | 91 | 1 | 0.91 | 0.43 |
| 8021001 | 22 | Listening | MC | Core | 1 | 800 | | 4 | 7 | 71 | 17 | 1 | 0.71 | 0.35 |
| 8021002 | 23 | Listening | MC | Core | 1 | 800 | | 67 | 11 | 18 | 3 | 1 | 0.67 | 0.40 |
| 8021004 | 24 | Listening | MC | Core | 1 | 800 | | 5 | 72 | 11 | 11 | 1 | 0.72 | 0.36 |
| 8021005 | 25 | Listening | MC | Core | 1 | 800 | | 14 | 15 | 16 | 54 | 1 | 0.54 | 0.26 |
| 88145 | 1 | Speaking | CR | Core | 1 | 800 | 0 | 98 | | | | 2 | 0.98 | 0.37 |
| 72097 | 2 | Speaking | CR | Core | 1 | 800 | 3 | 96 | | | | 2 | 0.96 | 0.39 |
| 72189 | 3 | Speaking | CR | Core | 1 | 800 | 5 | 91 | | | | 4 | 0.91 | 0.38 |
| 88257 | 4 | Speaking | CR | Core | 1 | 800 | 1 | 98 | | | | 2 | 0.98 | 0.42 |
| 72069 | 5 | Speaking | CR | Core | 1 | 800 | 4 | 94 | | | | 2 | 0.94 | 0.42 |
| 72067 | 6 | Speaking | CR | Core | 1 | 800 | 17 | 75 | | | | 9 | 0.75 | 0.46 |
| 72104 | 7 | Speaking | CR | Core | 1 | 800 | 26 | 62 | | | | 12 | 0.62 | 0.48 |
| 88211 | 8 | Speaking | CR | Core | 1 | 800 | 2 | 97 | | | | 2 | 0.97 | 0.43 |
| 72112 | 9 | Speaking | CR | Core | 1 | 800 | 13 | 84 | | | | 3 | 0.84 | 0.39 |
| 72238 | 10 | Speaking | CR | Core | 1 | 800 | 14 | 80 | | | | 6 | 0.80 | 0.46 |
| 72091 | 11 | Speaking | CR | Core | 1 | 800 | 15 | 82 | | | | 4 | 0.82 | 0.47 |
| 72056 | 12 | Speaking | CR | Core | 1 | 800 | 12 | 85 | | | | 3 | 0.85 | 0.41 |
| 72106 | 13 | Speaking | CR | Core | 1 | 800 | 9 | 88 | | | | 3 | 0.88 | 0.45 |
| 72073 | 14 | Speaking | CR | Core | 2 | 800 | 2 | 33 | 63 | | | 2 | 0.80 | 0.62 |
| 72074 | 15 | Speaking | CR | Core | 2 | 800 | 11 | 38 | 42 | | | 9 | 0.61 | 0.55 |
| 88192 | 16 | Speaking | CR | Core | 4 | 800 | 3 | 10 | 17 | 27 | 39 | 4 | 0.70 | 0.66 |
| 88193 | 17 | Speaking | CR | Core | 4 | 800 | 1 | 7 | 14 | 34 | 42 | 2 | 0.76 | 0.67 |
| 88220 | 1 | Reading | MC | Core | 1 | 800 | | 3 | 4 | 2 | 91 | 0 | 0.91 | 0.28 |
| 88495 | 2 | Reading | MC | Core | 1 | 800 | | 6 | 4 | 88 | 3 | 0 | 0.88 | 0.39 |

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## Appendix A:  Item Difficulty and Discrimination data (Continued)

### Table A7:  Grades 6-8: Form D2 (Continued)

| Item ID | Seq # | Modality | Item Type | Item Status | Max. Point | N-count | 0 | 1/A | 2/B | 3/C | 4/D | Omit | P-Value | Point Biserial |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 88572 | 3 | Reading | MC | Core | 1 | 800 | | 6 | 4 | 86 | 3 | 0 | 0.86 | 0.36 |
| 88490 | 4 | Reading | MC | Core | 1 | 800 | | 8 | 10 | 2 | 80 | 0 | 0.80 | 0.35 |
| 88587 | 5 | Reading | MC | Core | 1 | 800 | | 4 | 14 | 71 | 11 | 1 | 0.71 | 0.35 |
| 88488 | 6 | Reading | MC | Core | 1 | 800 | | 6 | 40 | 51 | 3 | 1 | 0.51 | 0.31 |
| 88496 | 7 | Reading | MC | Core | 1 | 800 | | 5 | 11 | 76 | 8 | 1 | 0.76 | 0.37 |
| 88569 | 8 | Reading | MC | Core | 1 | 800 | | 7 | 16 | 66 | 10 | 0 | 0.66 | 0.33 |
| 88507 | 9 | Reading | MC | Core | 1 | 800 | | 21 | 70 | 4 | 5 | 0 | 0.70 | 0.41 |
| 88235 | 10 | Reading | MC | Core | 1 | 800 | | 5 | 8 | 6 | 81 | 0 | 0.81 | 0.43 |
| 88503 | 11 | Reading | MC | Core | 1 | 800 | | 39 | 37 | 9 | 14 | 0 | 0.37 | 0.26 |
| 8024004 | 12 | Reading | MC | Core | 1 | 800 | | 6 | 5 | 86 | 2 | 0 | 0.86 | 0.36 |
| 8024001 | 13 | Reading | MC | Core | 1 | 800 | | 80 | 17 | 1 | 1 | 1 | 0.80 | 0.34 |
| 8024002 | 14 | Reading | MC | Core | 1 | 800 | | 83 | 6 | 5 | 5 | 1 | 0.83 | 0.45 |
| 8024003 | 15 | Reading | MC | Core | 1 | 800 | | 6 | 69 | 18 | 7 | 0 | 0.69 | 0.35 |
| 8270001 | 16 | Reading | MC | Core | 1 | 800 | | 7 | 5 | 80 | 7 | 1 | 0.80 | 0.51 |
| 8270002 | 17 | Reading | MC | Core | 1 | 800 | | 4 | 10 | 78 | 9 | 1 | 0.78 | 0.38 |
| 8270003 | 18 | Reading | MC | Core | 1 | 800 | | 11 | 12 | 9 | 67 | 0 | 0.67 | 0.37 |
| 8253001 | 19 | Reading | MC | Core | 1 | 800 | | 84 | 9 | 4 | 3 | 0 | 0.84 | 0.47 |
| 8253005 | 20 | Reading | MC | Core | 1 | 800 | | 3 | 89 | 5 | 3 | 1 | 0.89 | 0.53 |
| 8253002 | 21 | Reading | MC | Core | 1 | 800 | | 17 | 4 | 77 | 2 | 1 | 0.77 | 0.43 |
| 8253004 | 22 | Reading | MC | Core | 1 | 800 | | 70 | 16 | 8 | 6 | 1 | 0.70 | 0.48 |
| 8264001 | 23 | Reading | MC | Core | 1 | 800 | | 20 | 16 | 17 | 46 | 1 | 0.46 | 0.37 |
| 8264002 | 24 | Reading | MC | Core | 1 | 800 | | 61 | 6 | 13 | 19 | 0 | 0.61 | 0.45 |
| 72252 | 25 | Reading | CR | Core | 4 | 800 | 28 | 17 | 20 | 12 | 23 | | 0.47 | 0.39 |
| 88371 | 1 | Writing | CR | Core | 1 | 800 | 12 | 87 | | | | 1 | 0.87 | 0.41 |
| 88222 | 2 | Writing | CR | Core | 1 | 800 | 8 | 91 | | | | 1 | 0.91 | 0.39 |
| 88228 | 3 | Writing | MC | Core | 1 | 800 | | 82 | 9 | 3 | 7 | 1 | 0.82 | 0.23 |
| 88173 | 4 | Writing | MC | Core | 1 | 800 | | 2 | 2 | 1 | 94 | 1 | 0.94 | 0.37 |
| 88619 | 5 | Writing | MC | Core | 1 | 800 | | 18 | 8 | 2 | 70 | 1 | 0.70 | 0.31 |
| 88188 | 6 | Writing | MC | Core | 1 | 800 | | 2 | 3 | 88 | 6 | 1 | 0.88 | 0.39 |
| 88181 | 7 | Writing | MC | Core | 1 | 800 | | 4 | 4 | 1 | 90 | 1 | 0.90 | 0.48 |
| 88516 | 8 | Writing | MC | Core | 1 | 800 | | 6 | 21 | 3 | 69 | 1 | 0.69 | 0.34 |
| 88603 | 9 | Writing | MC | Core | 1 | 800 | | 4 | 91 | 3 | 2 | 1 | 0.91 | 0.38 |
| 88576 | 10 | Writing | MC | Core | 1 | 800 | | 10 | 58 | 18 | 13 | 1 | 0.58 | 0.34 |
| 8028003 | 11 | Writing | MC | Core | 1 | 800 | | 61 | 15 | 19 | 4 | 1 | 0.61 | 0.25 |
| 8028005 | 12 | Writing | MC | Core | 1 | 800 | | 9 | 10 | 60 | 20 | 1 | 0.60 | 0.30 |
| 88349 | 13 | Writing | CR | Core | 1 | 800 | 8 | 91 | | | | 1 | 0.91 | 0.41 |
| 72234 | 14 | Writing | CR | Core | 2 | 800 | 28 | 35 | 36 | | | 1 | 0.53 | 0.49 |
| 72148 | 15 | Writing | CR | Core | 2 | 800 | 43 | 23 | 31 | | | 3 | 0.42 | 0.38 |
| 88231 | 16 | Writing | CR | Core | 2 | 800 | 22 | 50 | 25 | | | 3 | 0.50 | 0.57 |
| 88216 | 17 | Writing | CR | Core | 4 | 800 | 3 | 25 | 40 | 22 | 7 | 3 | 0.49 | 0.63 |
| 72271 | 18 | Writing | CR | Core | 4 | 800 | 11 | 41 | 31 | 10 | 2 | 5 | 0.35 | 0.57 |

## Appendix A:  Item Difficulty and Discrimination data (Continued)

**Table A8:  Grades 9-12: Form E1**

| Item ID | Seq # | Modality | Item Type | Item Status | Max. Point | N-count | 0 | 1/A | 2/B | 3/C | 4/D | Omit | P-Value | Point Biserial |
|---------|-------|----------|-----------|-------------|-----------|---------|---|-----|-----|-----|-----|------|---------|----------------|
| 88439 | 1 | Listening | MC | Core | 1 | 9 | | | 89 | 11 | | | 0.89 | -0.16 |
| 88200 | 2 | Listening | MC | Core | 1 | 9 | | 89 | | 11 | | | 0.89 | -0.25 |
| 88250 | 3 | Listening | MC | Core | 1 | 9 | | 33 | 56 | | 11 | | 0.56 | 0.58 |
| 88251 | 4 | Listening | MC | Core | 1 | 9 | | 11 | 44 | 33 | 11 | | 0.33 | 0.56 |
| 88202 | 5 | Listening | MC | Core | 1 | 9 | | 33 | 11 | 11 | 44 | | 0.33 | 0.77 |
| 88248 | 6 | Listening | MC | Core | 1 | 9 | | 22 | 33 | 11 | 33 | | 0.33 | 0.50 |
| 8227001 | 7 | Listening | MC | Core | 1 | 9 | | | 89 | 11 | | | 0.89 | 0.19 |
| 8227002 | 8 | Listening | MC | Core | 1 | 9 | | 78 | | | 22 | | 0.78 | 0.59 |
| 8227004 | 9 | Listening | MC | Core | 1 | 9 | | 78 | 22 | | | | 0.78 | 0.45 |
| 8231001 | 10 | Listening | MC | Core | 1 | 9 | | 33 | 67 | | | | 0.67 | 0.70 |
| 8231002 | 11 | Listening | MC | Core | 1 | 9 | | 22 | | 11 | 67 | | 0.67 | 0.37 |
| 8231003 | 12 | Listening | MC | Core | 1 | 9 | | 33 | | 67 | | | 0.67 | 0.70 |
| 8223001 | 13 | Listening | MC | Core | 1 | 9 | | 22 | 56 | 11 | 11 | | 0.56 | 0.46 |
| 8031001 | 14 | Listening | MC | Core | 1 | 9 | | 11 | | 67 | 22 | | 0.67 | 0.24 |
| 8031002 | 15 | Listening | MC | Core | 1 | 9 | | 11 | | 78 | 11 | | 0.11 | -0.41 |
| 8031003 | 16 | Listening | MC | Core | 1 | 9 | | 56 | 44 | | | | 0.56 | 0.92 |
| 8031004 | 17 | Listening | MC | Core | 1 | 9 | | | | 11 | 89 | | 0.89 | 0.19 |
| 8249001 | 18 | Listening | MC | Core | 1 | 9 | | 22 | | 78 | | | 0.78 | 0.59 |
| 8249002 | 19 | Listening | MC | Core | 1 | 9 | | 89 | | 11 | | | 0.89 | 0.28 |
| 8249003 | 20 | Listening | MC | Core | 1 | 9 | | | 11 | 11 | 78 | | 0.78 | 0.10 |
| 88363 | 1 | Speaking | CR | Core | 1 | 9 | 22 | 67 | | | | 11 | 0.67 | 0.17 |
| 88240 | 2 | Speaking | CR | Core | 1 | 9 | 22 | 78 | | | | | 0.78 | 0.48 |
| 88243 | 3 | Speaking | CR | Core | 1 | 9 | 22 | 78 | | | | | 0.78 | 0.59 |
| 88257 | 4 | Speaking | CR | Core | 1 | 9 | 11 | 78 | | | | 11 | 0.78 | 0.54 |
| 72189 | 5 | Speaking | CR | Core | 1 | 9 | 22 | 67 | | | | 11 | 0.67 | 0.46 |
| 72127 | 6 | Speaking | CR | Core | 1 | 9 | 22 | 33 | | | | 44 | 0.33 | 0.81 |
| 88194 | 7 | Speaking | CR | Core | 1 | 9 | | 100 | | | | | 1.00 | 0.00 |
| 88440 | 8 | Speaking | CR | Core | 1 | 9 | 22 | 33 | | | | 44 | 0.33 | 0.50 |
| 88211 | 9 | Speaking | CR | Core | 1 | 9 | 56 | 33 | | | | 11 | 0.33 | 0.50 |
| 72112 | 10 | Speaking | CR | Core | 1 | 9 | 44 | 44 | | | | 11 | 0.44 | 0.79 |
| 72117 | 11 | Speaking | CR | Core | 1 | 9 | 56 | 44 | | | | | 0.44 | 0.08 |
| 72118 | 12 | Speaking | CR | Core | 1 | 9 | 44 | 56 | | | | | 0.56 | 0.53 |
| 72126 | 13 | Speaking | CR | Core | 2 | 9 | 44 | 22 | | | | 33 | 0.44 | 0.62 |
| 88388 | 14 | Speaking | CR | Core | 2 | 9 | | 56 | 22 | | | 22 | 0.50 | 0.84 |
| 88192 | 15 | Speaking | CR | Core | 4 | 9 | | 11 | 33 | | 56 | | 0.31 | 0.78 |
| 88226 | 1 | Reading | MC | Core | 1 | 9 | | | 100 | | | | 1.00 | 0.00 |
| 88260 | 2 | Reading | MC | Core | 1 | 9 | | | 11 | 89 | | | 0.89 | 0.06 |
| 88499 | 3 | Reading | MC | Core | 1 | 9 | | 11 | 89 | | | | 0.89 | 0.48 |
| 88498 | 4 | Reading | MC | Core | 1 | 9 | | 11 | 11 | 67 | 11 | | 0.67 | 0.38 |
| 88495 | 5 | Reading | MC | Core | 1 | 9 | | 11 | | 44 | 44 | | 0.44 | -0.13 |
| 88597 | 6 | Reading | MC | Core | 1 | 9 | | 33 | 22 | 22 | 22 | | 0.33 | 0.48 |
| 88504 | 7 | Reading | MC | Core | 1 | 9 | | 44 | 33 | 22 | | | 0.33 | 0.48 |
| 88271 | 8 | Reading | MC | Core | 1 | 9 | | 22 | 56 | 11 | 11 | | 0.56 | 0.67 |
| 8032001 | 9 | Reading | MC | Core | 1 | 9 | | 44 | 11 | 11 | 33 | | 0.44 | 0.71 |

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## Appendix A:  Item Difficulty and Discrimination data (Continued)

### Table A8:  Grades 9-12: Form E1 (Continued)

| Item ID | Seq # | Modality | Item Type | Item Status | Max. Point | N-count | 0 | 1/A | 2/B | 3/C | 4/D | Omit | P-Value | Point Biserial |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 8032002 | 10 | Reading | MC | Core | 1 | 9 | | | 78 | | 22 | | 0.78 | 0.26 |
| 8032003 | 11 | Reading | MC | Core | 1 | 9 | | 89 | 11 | | | | 0.89 | 0.48 |
| 8270002 | 12 | Reading | MC | Core | 1 | 9 | | | | 100 | | | 1.00 | 0.00 |
| 8270003 | 13 | Reading | MC | Core | 1 | 9 | | | 33 | 22 | 44 | | 0.44 | 0.34 |
| 8270001 | 14 | Reading | MC | Core | 1 | 9 | | 11 | 11 | 78 | | | 0.78 | 0.43 |
| 8264001 | 15 | Reading | MC | Core | 1 | 9 | | 11 | 11 | | 78 | | 0.78 | -0.27 |
| 8264002 | 16 | Reading | MC | Core | 1 | 9 | | 56 | 22 | 22 | | | 0.56 | 0.67 |
| 72136 | 17 | Reading | CR | Core | 4 | 9 | 56 | 22 | 22 | | | | 0.17 | 0.78 |
| 88223 | 1 | Writing | CR | Core | 1 | 9 | 11 | 89 | | | | | 0.89 | 0.54 |
| 88222 | 2 | Writing | CR | Core | 1 | 9 | 44 | 56 | | | | | 0.56 | 0.35 |
| 88390 | 3 | Writing | CR | Core | 1 | 9 | 56 | 44 | | | | | 0.44 | 0.19 |
| 88275 | 4 | Writing | MC | Core | 1 | 9 | | 78 | | 11 | 11 | | 0.78 | 0.68 |
| 88444 | 5 | Writing | MC | Core | 1 | 9 | | 44 | 11 | 11 | 33 | | 0.33 | -0.34 |
| 88266 | 6 | Writing | MC | Core | 1 | 9 | | | 11 | 78 | 11 | | 0.78 | -0.30 |
| 88267 | 7 | Writing | MC | Core | 1 | 9 | | 22 | | | 78 | | 0.78 | -0.38 |
| 88603 | 8 | Writing | MC | Core | 1 | 9 | | 33 | 56 | | 11 | | 0.56 | 0.44 |
| 88619 | 9 | Writing | MC | Core | 1 | 9 | | 22 | | 11 | 67 | | 0.67 | 0.03 |
| 88517 | 10 | Writing | MC | Core | 1 | 9 | | | | 89 | 11 | | 0.89 | 0.54 |
| 72226 | 11 | Writing | CR | Core | 2 | 9 | | 33 | 67 | | | | 0.83 | 0.29 |
| 72137 | 12 | Writing | CR | Core | 2 | 9 | 22 | 67 | 11 | | | | 0.44 | 0.16 |
| 88215 | 13 | Writing | CR | Core | 2 | 9 | 33 | 22 | 44 | | | | 0.56 | 0.75 |
| 88265 | 14 | Writing | CR | Core | 4 | 9 | | 44 | 33 | 22 | | | 0.44 | 0.50 |

## Appendix A: Item Difficulty and Discrimination data (Continued)

**Table A9: Grades 9-12: Form E2**

| Item ID | Seq # | Modality | Item Type | Item Status | Max. Point | N-count | 0 | 1/A | 2/B | 3/C | 4/D | Omit | P-Value | Point Biserial |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 88250 | 1 | Listening | MC | Core | 1 | 856 | | 4 | 85 | 3 | 5 | 2 | 0.85 | 0.43 |
| 88251 | 2 | Listening | MC | Core | 1 | 856 | | 4 | 10 | 80 | 4 | 2 | 0.80 | 0.41 |
| 88202 | 3 | Listening | MC | Core | 1 | 856 | | 92 | 2 | 3 | 1 | 2 | 0.92 | 0.49 |
| 88246 | 4 | Listening | MC | Core | 1 | 856 | | 13 | 69 | 10 | 7 | 2 | 0.69 | 0.39 |
| 8228002 | 5 | Listening | MC | Core | 1 | 856 | | 1 | 1 | 95 | 1 | 2 | 0.95 | 0.43 |
| 8228001 | 6 | Listening | MC | Core | 1 | 856 | | 80 | 2 | 17 | 1 | 2 | 0.80 | 0.32 |
| 8229001 | 7 | Listening | MC | Core | 1 | 856 | | 5 | 87 | 4 | 2 | 2 | 0.87 | 0.42 |
| 8229003 | 8 | Listening | MC | Core | 1 | 856 | | 1 | 4 | 93 | 1 | 2 | 0.93 | 0.50 |
| 8230001 | 9 | Listening | MC | Core | 1 | 856 | | 11 | 10 | 48 | 28 | 2 | 0.48 | 0.27 |
| 8230002 | 10 | Listening | MC | Core | 1 | 856 | | 48 | 18 | 22 | 11 | 2 | 0.48 | 0.32 |
| 8230003 | 11 | Listening | MC | Core | 1 | 856 | | 7 | 6 | 6 | 78 | 2 | 0.78 | 0.46 |
| 8230004 | 12 | Listening | MC | Core | 1 | 856 | | 16 | 65 | 10 | 6 | 2 | 0.65 | 0.27 |
| 8223001 | 13 | Listening | MC | Core | 1 | 856 | | 6 | 84 | 7 | 1 | 2 | 0.84 | 0.44 |
| 8263001 | 14 | Listening | MC | Core | 1 | 856 | | 7 | 76 | 10 | 5 | 2 | 0.76 | 0.37 |
| 8263002 | 15 | Listening | MC | Core | 1 | 856 | | 66 | 6 | 13 | 13 | 2 | 0.66 | 0.40 |
| 8263003 | 16 | Listening | MC | Core | 1 | 856 | | 19 | 8 | 66 | 5 | 2 | 0.66 | 0.29 |
| 8056001 | 17 | Listening | MC | Core | 1 | 856 | | 89 | 4 | 2 | 2 | 2 | 0.89 | 0.49 |
| 8056003 | 18 | Listening | MC | Core | 1 | 856 | | 5 | 86 | 6 | 1 | 2 | 0.86 | 0.50 |
| 8056004 | 19 | Listening | MC | Core | 1 | 856 | | 2 | 3 | 89 | 4 | 2 | 0.89 | 0.48 |
| 8056005 | 20 | Listening | MC | Core | 1 | 856 | | 4 | 4 | 84 | 5 | 2 | 0.84 | 0.54 |
| 8063002 | 21 | Listening | MC | Core | 1 | 856 | | 14 | 78 | 4 | 2 | 2 | 0.78 | 0.47 |
| 8063003 | 22 | Listening | MC | Core | 1 | 856 | | 81 | 4 | 4 | 9 | 2 | 0.81 | 0.44 |
| 8063001 | 23 | Listening | MC | Core | 1 | 856 | | 9 | 12 | 21 | 55 | 2 | 0.55 | 0.39 |
| 8063004 | 24 | Listening | MC | Core | 1 | 856 | | 12 | 11 | 22 | 53 | 2 | 0.53 | 0.37 |
| 8063005 | 25 | Listening | MC | Core | 1 | 856 | | 8 | 13 | 68 | 9 | 2 | 0.68 | 0.46 |
| 88243 | 1 | Speaking | CR | Core | 1 | 856 | 0 | 95 | | | | 4 | 0.95 | 0.71 |
| 88236 | 2 | Speaking | CR | Core | 1 | 856 | 1 | 94 | | | | 4 | 0.94 | 0.68 |
| 88254 | 3 | Speaking | CR | Core | 1 | 856 | 4 | 92 | | | | 4 | 0.92 | 0.63 |
| 72113 | 4 | Speaking | CR | Core | 1 | 856 | 1 | 95 | | | | 4 | 0.95 | 0.71 |
| 72112 | 5 | Speaking | CR | Core | 1 | 856 | 5 | 91 | | | | 4 | 0.91 | 0.60 |
| 88257 | 6 | Speaking | CR | Core | 1 | 856 | 0 | 96 | | | | 4 | 0.96 | 0.72 |
| 72127 | 7 | Speaking | CR | Core | 1 | 856 | 1 | 94 | | | | 4 | 0.94 | 0.69 |
| 72124 | 8 | Speaking | CR | Core | 1 | 856 | 4 | 92 | | | | 4 | 0.92 | 0.61 |
| 72121 | 9 | Speaking | CR | Core | 1 | 856 | 29 | 63 | | | | 8 | 0.63 | 0.36 |
| 72065 | 10 | Speaking | CR | Core | 1 | 856 | 15 | 79 | | | | 6 | 0.79 | 0.51 |
| 72245 | 11 | Speaking | CR | Core | 1 | 856 | 4 | 91 | | | | 4 | 0.91 | 0.62 |
| 72247 | 12 | Speaking | CR | Core | 1 | 856 | 6 | 89 | | | | 4 | 0.89 | 0.62 |
| 72107 | 13 | Speaking | CR | Core | 1 | 856 | 4 | 91 | | | | 5 | 0.91 | 0.65 |
| 72125 | 14 | Speaking | CR | Core | 2 | 856 | 2 | 32 | 63 | | | 4 | 0.78 | 0.65 |
| 72109 | 15 | Speaking | CR | Core | 2 | 856 | 11 | 45 | 38 | | | 6 | 0.60 | 0.55 |
| 88238 | 16 | Speaking | CR | Core | 4 | 856 | 2 | 8 | 20 | 33 | 32 | 5 | 0.69 | 0.68 |
| 88389 | 17 | Speaking | CR | Core | 4 | 856 | 1 | 9 | 18 | 30 | 35 | 6 | 0.69 | 0.66 |
| 88498 | 1 | Reading | MC | Core | 1 | 856 | | 3 | 2 | 90 | 4 | 1 | 0.90 | 0.26 |
| 88506 | 2 | Reading | MC | Core | 1 | 856 | | 8 | 83 | 3 | 5 | 1 | 0.83 | 0.25 |

# Appendix A:  Item Difficulty and Discrimination data (Continued)

## Table A9:  Grades 9-12: Form E2 (Continued)

| Item ID | Seq # | Modality | Item Type | Item Status | Max. Point | N-count | 0 | 1/A | 2/B | 3/C | 4/D | Omit | P-Value | Point Biserial |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 88597 | 3 | Reading | MC | Core | 1 | 856 | | 96 | 2 | 1 | 1 | 1 | 0.96 | 0.27 |
| 88596 | 4 | Reading | MC | Core | 1 | 856 | | 2 | 2 | 5 | 90 | 1 | 0.90 | 0.43 |
| 88508 | 5 | Reading | MC | Core | 1 | 856 | | 16 | 12 | 68 | 4 | 1 | 0.68 | 0.35 |
| 88271 | 6 | Reading | MC | Core | 1 | 856 | | 3 | 90 | 2 | 3 | 1 | 0.90 | 0.30 |
| 88507 | 7 | Reading | MC | Core | 1 | 856 | | 14 | 78 | 5 | 2 | 1 | 0.78 | 0.38 |
| 88495 | 8 | Reading | MC | Core | 1 | 856 | | 3 | 1 | 93 | 2 | 1 | 0.93 | 0.45 |
| 88593 | 9 | Reading | MC | Core | 1 | 856 | | 10 | 6 | 21 | 62 | 1 | 0.62 | 0.29 |
| 88599 | 10 | Reading | MC | Core | 1 | 856 | | 10 | 62 | 17 | 10 | 1 | 0.62 | 0.27 |
| 88504 | 11 | Reading | MC | Core | 1 | 856 | | 16 | 78 | 4 | 1 | 1 | 0.78 | 0.44 |
| 88502 | 12 | Reading | MC | Core | 1 | 856 | | 18 | 7 | 72 | 2 | 1 | 0.72 | 0.40 |
| 8266001 | 13 | Reading | MC | Core | 1 | 856 | | 5 | 87 | 3 | 4 | 1 | 0.87 | 0.41 |
| 8266002 | 14 | Reading | MC | Core | 1 | 856 | | 3 | 2 | 1 | 93 | 1 | 0.93 | 0.50 |
| 8266003 | 15 | Reading | MC | Core | 1 | 856 | | 3 | 4 | 83 | 9 | 1 | 0.83 | 0.44 |
| 8264001 | 16 | Reading | MC | Core | 1 | 856 | | 13 | 8 | 15 | 63 | 1 | 0.63 | 0.44 |
| 8264002 | 17 | Reading | MC | Core | 1 | 856 | | 83 | 4 | 5 | 7 | 1 | 0.83 | 0.46 |
| 8067003 | 18 | Reading | MC | Core | 1 | 856 | | 8 | 9 | 14 | 67 | 2 | 0.67 | 0.47 |
| 8067002 | 19 | Reading | MC | Core | 1 | 856 | | 23 | 17 | 49 | 9 | 2 | 0.49 | 0.24 |
| 8067004 | 20 | Reading | MC | Core | 1 | 856 | | 72 | 7 | 10 | 9 | 2 | 0.72 | 0.40 |
| 8067005 | 21 | Reading | CR | Core | 4 | 856 | 30 | 29 | 27 | 6 | 2 | 6 | 0.27 | 0.26 |
| 72256 | 22 | Reading | CR | Core | 4 | 856 | 25 | 11 | 13 | 16 | 35 | | 0.56 | 0.23 |
| 88222 | 1 | Writing | CR | Core | 1 | 856 | 6 | 91 | | | | 2 | 0.91 | 0.36 |
| 88263 | 2 | Writing | CR | Core | 1 | 856 | 18 | 80 | | | | 2 | 0.80 | 0.47 |
| 88275 | 3 | Writing | MC | Core | 1 | 856 | | 92 | 2 | 2 | 2 | 2 | 0.92 | 0.43 |
| 88444 | 4 | Writing | MC | Core | 1 | 856 | | 27 | 1 | 4 | 66 | 2 | 0.66 | 0.33 |
| 88536 | 5 | Writing | MC | Core | 1 | 856 | | 35 | 13 | 46 | 3 | 2 | 0.35 | 0.26 |
| 88628 | 6 | Writing | MC | Core | 1 | 856 | | 7 | 10 | 70 | 11 | 2 | 0.70 | 0.46 |
| 88619 | 7 | Writing | MC | Core | 1 | 856 | | 24 | 4 | 2 | 68 | 2 | 0.68 | 0.26 |
| 88616 | 8 | Writing | MC | Core | 1 | 856 | | 8 | 81 | 5 | 4 | 2 | 0.81 | 0.42 |
| 88395 | 9 | Writing | MC | Core | 1 | 856 | | 2 | 37 | 1 | 58 | 2 | 0.58 | 0.25 |
| 88392 | 10 | Writing | MC | Core | 1 | 856 | | 3 | 90 | 4 | 1 | 2 | 0.90 | 0.43 |
| 88535 | 11 | Writing | MC | Core | 1 | 856 | | 11 | 10 | 72 | 5 | 2 | 0.72 | 0.34 |
| 8037001 | 12 | Writing | MC | Core | 1 | 856 | | 74 | 14 | 6 | 4 | 2 | 0.74 | 0.47 |
| 8037003 | 13 | Writing | MC | Core | 1 | 856 | | 4 | 81 | 10 | 3 | 2 | 0.81 | 0.54 |
| 8037004 | 14 | Writing | MC | Core | 1 | 856 | | 8 | 56 | 8 | 25 | 2 | 0.56 | 0.39 |
| 8037005 | 15 | Writing | MC | Core | 1 | 856 | | 14 | 4 | 13 | 66 | 3 | 0.66 | 0.44 |
| 72283 | 16 | Writing | CR | Core | 2 | 856 | 10 | 32 | 56 | | | 2 | 0.72 | 0.52 |
| 72270 | 17 | Writing | CR | Core | 2 | 856 | 27 | 21 | 49 | | | 3 | 0.60 | 0.47 |
| 88277 | 18 | Writing | CR | Core | 4 | 856 | 5 | 16 | 42 | 25 | 6 | 5 | 0.50 | 0.56 |
| 72288 | 19 | Writing | CR | Core | 4 | 856 | 9 | 19 | 34 | 21 | 5 | 12 | 0.43 | 0.40 |

# Mont**CAS**

(Montana Comprehensive Assessment System)

## English Language
## Proficiency Assessment

# 2009-2010

# Score Reports
# Interpretation Guide

Montana
**Office of Public Instruction**
Denise Juneau, State Superintendent

**opi.mt.gov**

# Contents

# Overview

The purpose of this guide is to assist educators and other stakeholders with understanding, interpreting, and using the results of the Montana English Language Proficiency Assessment. The MontCAS ELP is administered statewide to all Limited English Proficient (LEP) students.

The guide includes information on

- how and why the MontCAS ELP was developed,
- how the assessments are designed,
- how student performance is scored,
- how performance standards were determined,
- how assessment results are reported, and
- how results can be used to improve programs, instruction, and student performance.

**Purpose of the MontCAS ELP.** The annual assessment of LEP students in Montana fulfills a requirement of the No Child Left Behind Act of 2001. One objective is to measure individual student's progress in achieving proficiency in speaking, listening to, comprehending, reading, and writing English. A second objective is to measure the success of language development programs in achieving adequate student growth in English proficiency in districts participating in Title III.

**Development of the MontCAS ELP.** The MontCAS ELP is an edited version of the English Language Proficiency test developed for the Mountain West Consortium, of which Montana was a member. The MontCAS ELP was administered for the fourth time (as the 2009-2010 MontCAS ELP) in the fall of 2009 (the first administration was in the fall of 2006). The

forms were an alternate set of forms, which include some items from previously administered test forms and some new items. The 2009-2010 forms have been equated to the 2008-2009 forms so that results from the 2009 administration are reported on the same scale as previous MontCAS ELP results. In addition, the cut scores previously established in 2006 for each proficiency level by grade apply to 2009 results as well as those from 2008 and 2007.

**Structure of the MontCAS ELP.** The MontCAS ELP is comprised of tests in four domains–Listening, Speaking, Reading, and Writing. Scores are reported for each of these domains, as well as for Comprehension. The Comprehension score is calculated using a subset of Listening and Reading items.

The MontCAS ELP is administered by grade span.

| Grade Span | Form |
|------------|------|
| K | A |
| 1-2 | B1 or B2 |
| 3-5 | C1 or C2 |
| 6-8 | D1 or D2 |
| 9-12 | E1 or E2 |

In all grade spans, except for K, there are two separate test forms, a Level 1 form intended for Beginning students and a Level 2 form intended for more proficient students. Note that no "mixed" scores can be reported: if, for example, a student took both B1 and B2 test forms, results have been reported for only one form.

# Overview

**Reported Scores.** Student performance in each of the five language domains and on the overall (Total MontCAS ELP) test is reported in terms of raw score, scaled score, and proficiency level.

Raw Scores. The raw score is the total number of correct answers on multiple-choice items plus the number of points earned on open-ended items. Raw scores on the MontCAS ELP can only be compared for the same domain and the same test form. For example, a Form B1 raw score cannot be compared to a Form B2 raw score.

Note: The Writing raw score for (Kindergarten level) Form A was calculated as follows: 1 point was allocated for each skill on the Writing Checklist that the student "does most of the time" or of which they "demonstrate mastery." Thus, the Writing Checklist generated a maximum raw score of 22 points.

Scaled Scores. Scaled scores are derived from raw scores and provide results for alternate forms (e.g., B1 and B2) on a common scale. MontCAS ELP scaled scores can be compared for the same domain and the same grade-span test (A, B, C, D or E). For example, all Form C Reading scaled scores can be compared, regardless of whether the student took the C1 or the C2 Reading test. However, Form C scaled scores cannot be compared to Form D scaled scores.

Total MontCAS ELP Proficiency Levels. For the total score, four proficiency levels are reported: Novice (N), Nearing Proficiency (NP), Proficient (P), and Advanced (A). These are based on the total scaled score and provide a holistic estimate of the student's English proficiency. It is important to note that students at the same overall Proficiency Level may have different profiles of competence across the language domains.

Domain Proficiency Levels. Within each domain, two proficiency levels are reported, based on the student's scaled score: Below Proficient (BP) and Proficient or Above (PA). (Individual language domain tests are not long enough to reliably provide more than two levels of proficiency.)

**Incomplete Testing.** Students were required to take all four language domain tests. If a student did not take one or more of the domain tests, the reports will show dashes in place of scores for that domain. The reported Total MontCAS ELP score is based on the domain tests for which there are scores. Thus, if a student failed to take the Speaking Test for whatever reason, the Total MontCAS ELP score will be based on a raw score of zero in Speaking. The reported Comprehension scores—which are based on a subset of Listening and Reading scores—will be affected in the same way if the student failed to take either the Listening or Reading Test.

**Cut Scores.** The table below shows the MontCAS ELP Total scaled score range that corresponds to each proficiency level. Within a grade cluster (e.g., 3-5), cut scores may vary across each grade. Scaled scores should not be compared across grade clusters (e.g., 1-2 versus 3-5) but can be compared within a grade cluster. In those grade clusters with level 1 and 2 forms, the cut scores in each grade are the same regardless of the form administered.

| Forms | Grade | Scaled Score Range for Proficiency Levels | | | |
| --- | --- | --- | --- | --- | --- |
| | | Novice (N) | Nearing Proficiency (NP) | Proficient (P) | Advanced (A) |
| A | K | Below 363 | 363-395 | 396-424 | At or Above 425 |
| B1/B2 | 1 | Below 345 | 345-373 | 374-420 | At or Above 421 |
| | 2 | Below 373 | 373-407 | 408-465 | At or Above 466 |
| C1/C2 | 3 | Below 361 | 361-383 | 384-416 | At or Above 417 |
| | 4 | Below 374 | 374-396 | 397-429 | At or Above 430 |
| | 5 | Below 387 | 387-406 | 407-453 | At or Above 454 |
| D1/D2 | 6 | Below 367 | 367-388 | 389-412 | At or Above 413 |
| | 7 | Below 367 | 367-391 | 392-419 | At or Above 420 |
| | 8 | Below 370 | 370-391 | 392-436 | At or Above 437 |
| E1/E2 | 9 | Below 370 | 370-392 | 393-420 | At or Above 421 |
| | 10 | Below 373 | 373-395 | 396-423 | At or Above 424 |
| | 11 | Below 376 | 376-399 | 400-434 | At or Above 435 |
| | 12 | Below 376 | 376-399 | 400-434 | At or Above 435 |

## MontCAS
(Montana Comprehensive Assessment System)
English Language
Proficiency Assessment

**INDIVIDUAL STUDENT REPORT**
**English Language Proficiency (ELP) Assessment**
**2009 - 2010**

Montana
**Office of Public Instruction**
Denise Juneau, State Superintendent
opi.mt.gov

| Student | GRAY, JIMMY |
|---|---|
| School | ABC School |
| System | ABC System (9999) |
| Grade | 7 |
| ❶ Test Form | D2 |
| ❷ State Student ID | 123333789 |
| Birth Date | 05/14/1996 |
| Gender | M |
| Test Date | Fall 2009 |

The NCLB Act of 2001 requires an annual assessment of English language proficiency for students identified as limited English proficient (LEP). The purpose of the assessment is to measure students' progress in achieving proficiency in academic English. The MontCAS English Language Proficiency (ELP) Assessment measures proficiency in listening, speaking, reading, writing, and comprehension (domains). The comprehension score is a composite score based on the listening and reading sections.

**Novice** students are beginning to participate in oral and written interactions of learned information to socialize, produce, and obtain information.
**Nearing Proficient** students demonstrate partial mastery of oral and written interactions of learned information to socialize, produce, and obtain information.
**Proficient** students demonstrate competent skills in oral and written interactions of learned information to socialize, produce, and obtain information in order to participate in academic work.
**Advanced** students demonstrate exceptional skills in oral and written interactions of learned information to socialize, produce, and obtain information in order to participate in academic work.

| 2008 - 2009 | 2009 - 2010 Total MontCAS ELP | | |
|---|---|---|---|
| Proficiency Level | ❸ Raw Score (Max RS=105) | ❹ Scaled Score | Proficiency Level ❻ |
| Proficient (P) | 89 | 415 | Proficient (P) |
| | State Average Scaled Score | 402.4 | |

| 2008 - 2009 | 2009 - 2010 Score Summary | | | | |
|---|---|---|---|---|---|
| Proficiency Level | | Test | Raw Score | Scaled Score | Proficiency Level |
| PA | L | Listening (Max RS=25) | 22 | 107 | PA |
| PA | S | Speaking (Max RS=25) | 22 | 106 | PA |
| PA | R | Reading (Max RS=28) | 26 | 113 | PA |
| PA | W | Writing (Max RS=27) | 19 | 104 | PA |
| PA | C | Comprehension (Max RS=48) | 45 | 113 | PA |

**Proficiency Profile** ❺



Proficient or Above (PA)

Below Proficient (BP)

Listening  Speaking  Reading  Writing  Comprehension

☐ 2007-2008 Proficiency  ☐ 2008-2009 Proficiency  ■ 2009-2010 Proficiency

**Legend**: **RS**: Raw Score; **Max RS**: Maximum Possible Raw Score; **SS**: Scaled Score; **--** indicates test not taken **BP** = Below Proficient **PA** = Proficient or Above

Run Date: mm/ddy/yy

❶ **Test Form.** Test forms are identified by a letter-number combination. The letter (A, B, C, D, or E) specifies the grade-span; the number specifies the difficulty level of the form (1 is for LEP students with beginner or novice skills in English; 2 is for the more proficient students). The exception is grade K (Form A), which does not have separate ability-level forms.

❷ **State Student ID.** The state student ID is a unique number that is assigned to every student who receives educational services from a public school in Montana. This number follows the student from school to school throughout his or her K-12 career. The ID consists of 9 randomly generated digits, with no leading zeros.

**❸** **The Raw Score** is the total number of correct answers on multiple-choice items plus the number of points earned on open-ended items. A raw score can only be interpreted within the context of a given test form. Raw scores cannot be used to compare performance on different test forms. Scaled scores or scores derived from scaled scores should be used for those comparisons.

**❹** **Scaled Scores** are derived from raw scores and provide results for alternate forms (e.g., Forms B1 and B2) on a common scale. Scaled scores can be used to make comparisons among students and over time. However, scaled scores cannot be compared across test levels (e.g., B vs. C), or across different tests (e.g., Listening vs. Reading). To compare across different test levels, scaled scores must be converted to Proficiency Levels.

**❺** **The Proficiency Profile** summarizes ability across the language domains as well as growth from one year to the next, if a student has taken the MontCAS ELP for at least two years. The height of the bars shows how ability differs by language domain. The dotted line in the middle of the Proficiency Profile chart marks the cut score between the Below Proficient (BP) and the Proficient or Above (PA) levels, allowing you to see where student ability falls with respect to this criterion.

**❻** **Proficiency Levels** provide a holistic estimate of the student's English proficiency.

In general terms, the levels are:

Novice (N) – Students are beginning to participate in oral and written interactions of learned information to socialize, produce, and obtain information.

Nearing Proficiency (NP) – Students demonstrate partial mastery of oral and written interactions of learned information to socialize, produce, and obtain information.

Proficient (P) – Students demonstrate competent skills in oral and written interactions of learned information to socialize, produce, and obtain information in order to participate in academic work.

Advanced (A) – Students demonstrate exceptional skills in oral and written interactions of learned information to socialize, produce, and obtain information in order to participate in academic work.

# Parent Report

The results of your student's English Language Proficiency Assessment are shown in this report by raw score, scaled score and performance level.

**(A)**

**Raw score** refers to the number of points a student has earned for a particular test. Raw scores should not be compared across language domains. A maximum raw score is shown for each language domain and the Total MontCAS.

**Scaled scores** are derived from raw scores and permit comparisons between level 1 and 2 forms (e.g., Form C1 and C2) within a grade cluster. Scaled scores range from 0 to 200 in the component tests and from 0 to 700 in the Total MontCAS ELP.

**Performance levels** describe a student's performance on the MontCAS ELP assessment and are based on the total scaled score. The MontCAS ELP reports four performance levels for the total score (N, NP, P, A), which are organized into two groups for each domain (BP, PA). These performance levels are described in more detail on the back cover.
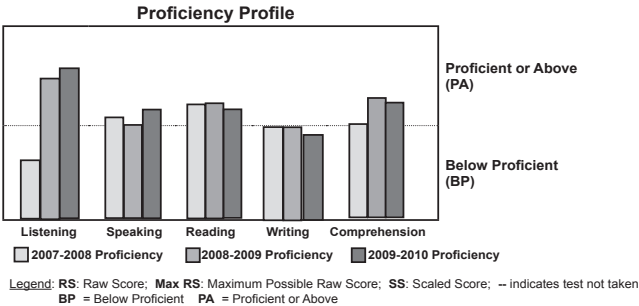
**(B)**

**YOUR STUDENT'S RESULTS**

The following charts show your student's performance on the English Language Proficiency Assessment. These charts include raw scores, scaled scores, and performance levels.

**Total MontCAS ELP.** This table indicates your student's overall performance on the 2009 - 2010 assessment. For comparative purposes, your student's overall proficiency level for last year, 2008 - 2009, and average state results for the current year are included. The score summary and proficiency profile on the next page provide more detailed information about how your child performed in each language domain.

| 2008 - 2009 | 2009 - 2010 Total MontCAS ELP | | |
|---|---|---|---|
| Proficiency Level | Raw Score (Max RS=105) | Scaled Score | Proficiency Level |
| Proficient (P) | 89 | 415 | Proficient (P) |
| | State Average Scaled Score | 402.4 | |

Page 2

**Score Summary.** The Score Summary chart provides your student's results for each of five components of the ELP assessment: Listening, Speaking, Reading, Writing and Comprehension. The maximum raw score (Max RS) is indicated for each component. For example, the maximum raw score (Max RS) that could be earned for the Listening test was 25 points.

| 2008 - 2009 | 2009 - 2010 Score Summary | | | | |
|---|---|---|---|---|---|
| Proficiency Level | | Test | Raw Score | Scaled Score | Proficiency Level |
| PA | L | Listening (Max RS=25) | 22 | 107 | PA |
| PA | S | Speaking (Max RS=25) | 22 | 106 | PA |
| PA | R | Reading (Max RS=28) | 26 | 113 | PA |
| PA | W | Writing (Max RS=27) | 19 | 104 | PA |
| PA | C | Comprehension (Max RS=48) | 45 | 113 | PA |

**(C)**

**Proficiency Profile.** The profile indicates your student's performance across the language domains, as well as growth from one year to the next.

**Proficiency Profile**



Proficient or Above (PA)

Below Proficient (BP)

Listening   Speaking   Reading   Writing   Comprehension

☐ 2007-2008 Proficiency   ▨ 2008-2009 Proficiency   ▰ 2009-2010 Proficiency

Legend: **RS**: Raw Score; **Max RS**: Maximum Possible Raw Score; **SS**: Scaled Score; **--** indicates test not taken
**BP** = Below Proficient   **PA** = Proficient or Above

**(D)**

Page 3

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A customized parent report was generated for each LEP student who participated in the fall 2009 MontCAS English Language Proficiency (ELP) Assessment. This report was based on the school-level individual student report and should be shared by classroom teachers during parent-teacher conferences or other interactions with parents. The report includes detailed results of a student's ELP test performance, including raw scores, scaled scores and performance levels, in each language domain and for the total MontCAS ELP. The proficiency profile permits a comparison of student ability across the language domains and in comparison to average performance across the state.

**Section A** provides an explanation of terms—raw score, scaled scores, and performance levels—used in the Parent Report.

**Section B** shows the student's overall performance on the assessment in the Total MontCAS ELP table. The student's total raw score, scaled score, and proficiency level are provided, along with the Average State Scaled Score for this grade, for comparison.

**Section C** provides more detailed information about student performance in the Score Summary chart. The chart shows student results for each component of the ELP assessment: Listening, Speaking, Reading, Writing and Comprehension. The raw score, scaled score, and proficiency levels are listed for each of the five components.

**Section D** illustrates student performance in relation to the proficiency levels for up to 3 years (2007-2008, 2008-2009, 2009-2010), if a student took the MontCAS ELP assessment more than one year. The Proficiency Profile chart shows the scaled score "cut" line between proficiency levels Below Proficient (BP) and Proficient or Above (PA).

MontCAS
(Montana Comprehensive Assessment System)
English Language
Proficiency Assessment

**CONFIDENTIAL**
**SCHOOL ROSTER**
**English Language Proficiency (ELP) Assessment**
**Grade 8**
(A)
**2009 - 2010**

**ABC School**

Montana
**Office of Public Instruction**
Denise Juneau, State Superintendent
opi.mt.gov

SYSTEM: **ABC System (9999)**                                                                 Test Date:  Fall 2009

| Student Name / Number of Students Listed: 10 | | Gender | Test Form | Listening | | | Speaking | | | Reading | | | Writing | | | Comprehension | | | Total | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | RS | SS | Prof | RS | SS | Prof | RS | SS | Prof | RS | SS | Prof | RS | SS | Prof | RS | SS | Proficiency Level |
| **BLANEY, THOMAS G.** State ID#: 123456789 | DOB: 01/21/1995 | M | D2 | 20 | 101 | PA | 17 | 95 | BP | 15 | 92 | BP | 5 | 77 | BP | 33 | 96 | PA | 57 | 382 | Nearing Proficiency |
| **CRUZ, ROBERT †** State ID#: 123467890 | DOB: 04/05/1995 | M | D2 | 18 | 97 | PA | -- | -- | -- | -- | -- | -- | 9 | 86 | BP | 23 | 88 | BP | 27 | 355 | Novice |
| **DE NIRO, RENEE** State ID#: 235678907 | DOB: 07/21/1996 | F | D2 | 18 | 97 | PA | 22 | 106 | PA | 7 | 80 | BP | 5 | 77 | BP | 23 | 88 | BP | 52 | 378 | Nearing Proficiency |
| **FOSTER, BILLY L.** State ID#: 435621897 | DOB: 08/01/1995 | M | D2 | 21 | 104 | PA | 22 | 106 | PA | 15 | 92 | BP | 11 | 89 | BP | 34 | 97 | PA | 69 | 393 | Proficient |
| **GRANT, KIRSTEN T.** State ID#: 860847350 | DOB: 12/03/1995 | F | D2 | 21 | 104 | PA | 20 | 101 | PA | 16 | 93 | BP | 18 | 102 | PA | 35 | 98 | PA | 75 | 398 | Proficient |
| **LAW, JULIA D.** State ID#: 975089899 | DOB: 10/20/1995 | F | D2 | 20 | 101 | PA | 17 | 95 | BP | 9 | 83 | BP | 8 | 84 | BP | 27 | 91 | BP | 54 | 380 | Nearing Proficiency |
| **MILLER, JUDE D.** State ID#: 775534221 | DOB: 09/22/1995 | M | D2 | 17 | 96 | PA | 22 | 106 | PA | 18 | 96 | PA | 9 | 86 | BP | 33 | 96 | PA | 66 | 390 | Nearing Proficiency |
| **RAVEN, ANDREW** State ID#: 896453311 | DOB: 06/12/1996 | M | D2 | 20 | 101 | PA | 22 | 106 | PA | 11 | 86 | BP | 12 | 91 | BP | 29 | 92 | BP | 65 | 389 | Nearing Proficiency |
| **STRONG, TREVOR** State ID#: 353243678 | DOB: 06/11/1996 | M | D2 | 19 | 99 | PA | 20 | 101 | PA | 18 | 96 | PA | 13 | 93 | BP | 34 | 97 | PA | 70 | 393 | Proficient |
| **WILSON, ALAN** State ID#: 796685767 | DOB: 05/31/1996 | M | D2 | 21 | 104 | PA | 22 | 106 | PA | 18 | 96 | PA | 18 | 102 | PA | 40 | 103 | PA | 79 | 402 | Proficient |

(B)   (C)   (D)

Legend:  **RS**: Raw Score;  **Max RS**: Maximum Possible Raw Score;  **SS**: Scaled Score;  **--** indicates test not taken     **BP** = Below Proficient     **PA** = Proficient or Above          Page 1
Note:  Any students who took the assessment with non-standard accommodations are marked with † symbol.

Run Date: mm/ddy/yy

The MontCAS ELP School Roster report lists all students—in a single school in a single grade—who took the MontCAS ELP in a certain year. The School Roster report includes the following information:

**Section A** shows the grade, the assessment year, the school name, and system name.

**Section B** lists each student alphabetically, along with his or her state student ID number, date of birth, and gender. The Test Form column identifies the specific test form administered to the students.

**Section C** lists each student's raw score (RS), scaled score (SS), and proficiency level (Prof), in each language domain (Speaking, Listening, Reading, Writing, and Comprehension). Note that the Comprehension score is based on a subset of items from the Listening and Reading sections of the assessment. The language domain proficiency levels are: Below Proficient (BP) and Proficient or Above (PA).

**Section D** lists each student's Total MontCAS ELP raw score, total scaled score, and proficiency level: Novice (N), Nearing Proficiency (NP), Proficient (P), or Advanced (A).

**MontCAS**
(Montana Comprehensive Assessment System)
English Language
Proficiency Assessment

**SYSTEM SUMMARY REPORT**
**English Language Proficiency (ELP) Assessment**
Ⓐ **Grade 11**
**2009 - 2010**

Montana
**Office of Public Instruction**
Denise Juneau, State Superintendent
opi.mt.gov

SYSTEM: **ABC System (9999)**

Test Form: **E1, E2**
Test Date: **Fall 2009**

Ⓑ

| Proficiency Level | Listening | | Speaking | | Reading | | Writing | | Comprehension | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Scaled Score Range | Number and Percent of Students | Scaled Score Range | Number and Percent of Students | Scaled Score Range | Number and Percent of Students | Scaled Score Range | Number and Percent of Students | Scaled Score Range | Number and Percent of Students |
| Proficient or Above (PA) | At or Above 100 | 7 (50%) | At or Above 100 | 21 (95%) | At or Above 100 | 10 (71%) | At or Above 100 | 10 (71%) | At or Above 100 | 8 (57%) |
| Below Proficient (BP) | Below 100 | 7 (50%) | Below 100 | 1 (5%) | Below 100 | 4 (29%) | Below 100 | 4 (29%) | Below 100 | 6 (43%) |

Ⓒ

| Proficiency Level | Total | | |
|---|---|---|---|
| | Scaled Score Range | Number of Students | Percent |
| Advanced (A) | At or Above 435 | 2 | 9% |
| Proficient (P) | 400 - 434 | 8 | 36% |
| Nearing Proficiency (NP) | 376 - 399 | 4 | 18% |
| Novice (N) | Below 376 | 8 | 36% |

Ⓓ

| | Listening | Speaking | Reading | Writing | Comprehension |
|---|---|---|---|---|---|
| N Students: | 14* | 22 | 14* | 14* | 14* |
| Mean Scaled Score: System: | 103.1 | 114.9 | 104.4 | 104.6 | 102.4 |
| State: | 103.4 | 106.7 | 102.8 | 104.7 | 101.9 |
| Median Scaled Score: System: | 98 | 113 | 105 | 100 | 101 |
| State: | 104 | 103 | 103 | 106 | 102 |

Total:
N Students: 22
Mean Scaled Score: System: 390.8
State: 403.0
Median Scaled Score: System: 394
State: 404

*Summary statistics exclude students who did not take this subtest.

Legend: **Mean Scaled Score:** The arithmetic average of a set of scaled scores. It is found by adding all the scores in the distribution and dividing by the total number of scores.
**Median Scaled Score:** The middle score in a distribution or set of ranked scaled scores. Half the scores in the set are below the median, and half are above it (the 50th percentile).

The MontCAS ELP System and School Summary Reports show the distribution of scores by grade within a system or school. The reports are produced even if the number of LEP students in a particular grade is very small. Reports for less than 10 students include a footer indicating that they may not be distributed to the public; the student information is protected by The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99).
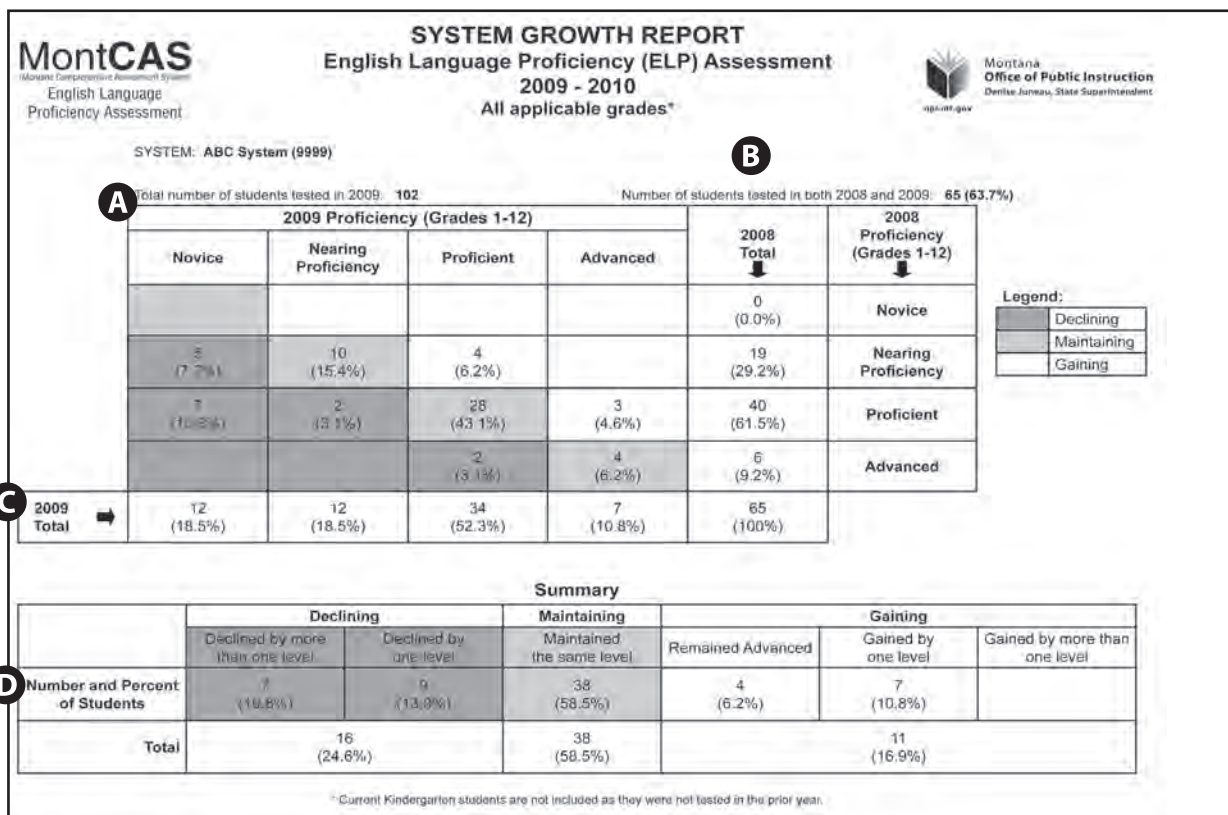
**Section A** shows the grade, the assessment year, and the system name.

**Section B** For each language domain (Speaking, Listening, Reading, Writing, and Comprehension), the report shows—in the Number and Percent of Students columns—the number and percent of students whose scores placed them in each of the two Proficiency Level groupings: Below Proficient (BP) and Proficient or Above (PA).

**Section C** The Total MontCAS ELP section shows scaled scores corresponding to each of 4 overall proficiency levels—Novice (N), Nearing Proficiency (NP), Proficient (P), and Advanced (A). The Number of Students column shows the number of students whose performance placed them in each category and the Percent column represents that number as a percentage of the students in this grade who were tested. For example, the 8 in the Proficient (P) cell of the sample report above indicates that 8 students in the system scored in the Proficient (P) range, which is 36% of the students in this grade.

**Section D** The N Students line shows the total number of students in the system in this grade for whom there is a language domain score and a total score. For example, the sample report shows that 22 11th-grade students took the Speaking Test. The Mean Scaled Score line shows the average scaled score in each domain and overall for all tested students in the system. For example, the sample report shows that the mean scaled score on the Speaking Test for this system was 114.9. The Median Scaled Score line shows the median scaled score in each domain and overall. The state mean and median are also shown for each domain and overall. Note that means and medians are shown only if N is 10 or greater.

**SYSTEM GROWTH REPORT**
**English Language Proficiency (ELP) Assessment**
**2009 - 2010**
**All applicable grades***

MontCAS
English Language
Proficiency Assessment

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

SYSTEM: ABC System (9999)

**(A)** Total number of students tested in 2009: **102**      Number of students tested in both 2008 and 2009:  **65 (63.7%)** **(B)**

| | 2009 Proficiency (Grades 1-12) | | | | 2008 Total | 2008 Proficiency (Grades 1-12) |
|---|---|---|---|---|---|---|
| | Novice | Nearing Proficiency | Proficient | Advanced | | |
| | | | | | 0 (0.0%) | Novice |
| | 5 (7.7%) | 10 (15.4%) | 4 (6.2%) | | 19 (29.2%) | Nearing Proficiency |
| | 7 (10.8%) | 2 (3.1%) | 28 (43.1%) | 3 (4.6%) | 40 (61.5%) | Proficient |
| | | | 2 (3.1%) | 4 (6.2%) | 6 (9.2%) | Advanced |
| **(C)** 2009 Total ➡ | 12 (18.5%) | 12 (18.5%) | 34 (52.3%) | 7 (10.8%) | 65 (100%) | |

Legend:
- Declining
- Maintaining
- Gaining

**Summary**

| | Declining | | Maintaining | Gaining | | |
|---|---|---|---|---|---|---|
| | Declined by more than one level | Declined by one level | Maintained the same level | Remained Advanced | Gained by one level | Gained by more than one level |
| **(D)** Number and Percent of Students | 7 (10.8%) | 9 (13.9%) | 38 (58.5%) | 4 (6.2%) | 7 (10.8%) | |
| Total | 16 (24.6%) | | 38 (58.5%) | 11 (16.9%) | | |

* Current Kindergarten students are not included as they were not tested in the prior year.

The MontCAS ELP System Growth Report shows the proficiency level profile within a system for those students who were assessed with the MontCAS ELP in both 2008 and 2009 (and have been confirmed by a State ID # match). Please note that System Growth Reports are provided only when there are 10 or more students who were tested (and matched by State ID #) in both 2008-2009 and 2009-2010 MontCAS ELP assessments. If the system has fewer than 10 students, Individual Reports should be examined to determine growth. The Growth Report includes the following information:

**Section A** shows the system name and total number of students from the designated grade or grades tested in 2009. The sample report shows growth for grades 1-12. Kindergarten is not included in the sample because these students were not tested in the prior year.

**Section B** shows the total number (and percentage) of students assessed in 2009 and matched by State ID # to 2008.

**Section C** shows a distribution of students by proficiency level for both 2008 and 2009 and how the proficiency of students in 2008 changed in 2009. Student proficiency level in 2008 is shown in the rows and summarized in the

second to the last column on the right. So, for example, 19 students (29.2%) performed at the Nearing Proficiency level and 40 students (61.5%) at the Proficiency level in 2008. Student proficiency level in 2009 is shown in the columns and summarized in the last row on the bottom. So, for example, 34 students (52.3%) performed at the Proficient level in 2009. Thus comparing the 2008 Total column to the bottom row (2009 Total) shows how the distribution of performance for these students changed from 2008 to 2009. Each cell in the table shows how the students at a particular level in 2008 changed in 2009. So, for example, of those 40 students (middle row) who performed at the Proficient level in 2008, 28 (43.1%) tested at Proficient in 2009, and 4.6% tested at Advanced. The cells on the diagonal (upper left to lower right) show students whose proficiency level did not change. Those below the diagonal declined one or more levels from 2008 to 2009 and those above the diagonal gained one or more levels from 2008 to 2009.

**Section D** summarizes the changes from 2008 to 2009 shown in the upper panel. The bottom row aggregates students according to how their level changed and categorizes them as declining, maintaining, or gaining. Students who tested at Advanced (A) in both 2008 and 2009 were counted in the 'gaining' category.

## Using MontCAS ELP Results

**Monitoring Progress**. MontCAS ELP test results can be used to determine whether students are making  progress in developing English proficiency overall and within each language domain. To make comparisons between one year and the next, proficiency levels should be used. (Note that within a grade span, scaled scores can also be compared from year to year, as long as the student is being assessed with the same-letter form. Scaled scores cannot be used to monitor progress from year to year when students have moved to the next grade span, that is, in 1st grade, 3rd grade, 6th grade, and 9th grade.)

**Informing Instruction**. MontCAS ELP test results can be used to design instruction that capitalizes on students' strengths and addresses their weaknesses. Proficiency levels provide useful information on an individual student's profile across the language domains. For example, two students may both score as Proficient overall but have different strengths and weaknesses in the language domains. One may be lagging behind in Speaking, the other in Reading. With this information, instruction can be tailored to the individual student's needs.

## Montana's Definition of "Proficient" for LEP Students Who Participate in the English Language Proficiency Assessment

In order to determine when LEP students become proficient, districts will take into account multiple measures which include:

- A score of Proficient (P) or Advanced (A) overall on the ELP assessment along with a rating of Proficient or Above (PA) in all domains (Listening, Speaking, Reading, and Writing). Students scoring as Proficient (P) should demonstrate a proficient score on the ELP assessment for two consecutive years. Students scoring as Advanced (A), along with additional measures and teacher input, would be considered proficient and not expected to take the ELP assessment again.

- Input from additional measures of reading, writing, or language development available from school assessments that link to the district process in place for the identification of LEP students.

This recommendation is based on input from representative school district staff members that serve LEP students across the state, a review of practices in other states, and input from psychometricians.

Montana
**Office of Public Instruction**
Denise Juneau, State Superintendent

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